DOCUMENT RESUME

ED 285 476 HE 020 618

TITLE	Student Public Service and the "Human Corps." A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986). Commission Report 87-12.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	16 Mar 87
NOTE	145p.
AVAILABLE FROM	California State Postsecondary Education Commission, 1020 12th Street, 3rd Floor, Sacramento, CA 95814-3985.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Access to Education; College School Cooperation; *College Students; Disadvantaged; *Experiential Learning; Higher Education; High School Students; Internship Programs; Mentors; Minority Groups; Outreach Programs; *Public Service; *School Community Relationship; Social Problems; Social Responsibility; *Student Participation; Volunteers
IDENTIFIERS	*California State University; *University of California

ABSTRACT

Information on current and planned student public service programs sponsored by the University of California and the California State University (CSU) is presented. An historical and national perspective on public service by college students is provided. The state legislature directed the universities to establish a "Human Corps" program to promote the ethics of public service for students and to address social problems. Students would act as mentors to disadvantaged students or participate in a community agency dedicated to public service and problems such as illiteracy, dropout prevention, environmental contamination, and inadequate housing. Undergraduates would be required to take part in the Human Corps. The university sectors were to assess the extent of existing community service activities and ways to extend, coordinate, and fund these activities. Appended are the planning reports of CSU, the University of California, and the California Student Aid Commission. The CSU report summarizes findings of a community services survey, describes exemplary programs, and discusses services to high schools with large minority enrollments. The Student Aid Commission report considers the availability of state and federal financial aid for public and community service. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED285476

STUDENT PUBLIC SERVICE AND THE "HUMAN CORPS"

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
California Postsecondary Education Commission
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

HE 020 618

BEST COPY AVAILABLE

Summary

Through Assembly Concurrent Resolution 158 of 1986, the Legislature charged the Commission to coordinate and evaluate the efforts of the University of California and the California State University in planning programs of "Human Corps" public service for their students, examine similar programs on other campuses throughout the country, and transmit a report of its findings to the Legislature by March 15, 1987.

This report complies with that legislative directive. Part One on pages 1-2 explains the background of the study; Part Two on pages 3-10 provides historical and national perspective on student public service in American higher education; and Part Three on pages 11-15 both discusses a series of issues that deserve further consideration in planning public service programs and also reviews the planning reports from the University, the State University, and the California Student Aid Commission that are attached as appendices.

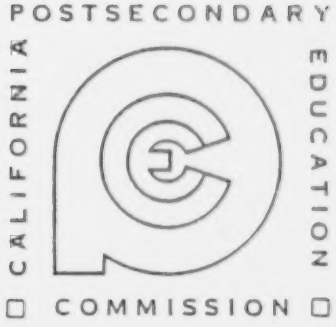
The Commission adopted this report at its March 16, 1987, meeting on the advice of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission. Further information about the report may be obtained from Roslyn Elms of the Commission staff at (916) 322-8030.

On the cover: *(Center)* A student volunteer and friend at the annual carnival of Stanford's Public Service Center. *(Clockwise from upper left)* Stiles Hall volunteers from the University of California, Berkeley: Shari Golan teaches the dangers of drug abuse to Berkeley school children. volunteers and their "little brothers" and "little sisters"; receiving assignments for tutoring at Vacaville Medical Facility; preparing to teach drug abuse prevention in elementary schools.

STUDENT PUBLIC SERVICE AND THE "HUMAN CORPS"

A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 Twelfth Street • Third Floor • Sacramento, California 95814-3985



COMMISSION REPORT 87-12
PUBLISHED MARCH 1987

THIS report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 87-12 of the California Postsecondary Education Commission is requested.

Contents

Background of the Report 1

- Legislative Mandate 1
- Preparation and Organization of the Report 2

Perspective on Student Public Service 3

- Historical Perspective on Student Public Service 3
- National Organizations Promoting Public Service 4
- Campus Public Service Programs 7
- Conclusions 10

Planning Activities and Issues 11

- Response of the University of California 11
- Response of the California State University 12
- Response of the California Student Aid Commission 12
- Issues for Further Consideration 13
- Lessons from the Debate About National Youth Service 14

References 17

Appendices 19

- Response of the University of California
- Response of the California State University
- Response of the California Student Aid Commission

1 *Background of the Report*

> The aim of the undergraduate experience is not only to prepare the young to be productive, but also to enable them to live with dignity and purpose; not only to generate new knowledge, but to channel that knowledge to human ends; not merely to study government, but to shape a citizenry that can promote the public good.
>
> Ernest L. Boyer, *College: The Undergraduate Experience in America*

Legislative mandate for the report

Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) adopted the Supplemental Report of the Committee of the Conference on the Budget Bill, which included the following directives for the University of California, the California State University, and the California Postsecondary Education Commission regarding the development and analysis of plans for student public service "Human Corps" programs:

> *Item 6440-001-001 University of California and Item 6610-001-001 California State University:* The Legislature recognizes that public service is crucial to a democratic society and is a keystone of the missions of the baccalaureate segments of higher education in California. The state has a tradition of providing access to higher education through low fees. This tradition enables California to build a strong economic base, enrich the lives of its citizens, and acknowledge the value of an educated society. The Legislature further recognizes that the privilege of public subsidy requires the exercise of social responsibility in an effort to bridge the gap between those who have benefited from the resources of the state and have something to share with others, and those who are disadvantaged.
>
> The state faces enormous social pressures and problems whose solutions must include the human as well as fiscal resources.
>
> • By the year 2000, a majority of the state's population will include minority group members, yet in 1986, only 14 percent of enrollment in the UC and CSU includes underrepresented minority students.
>
> • There are an estimated 4.8 million functionally illiterate adults in California.
>
> • Pregnancy is the most common reason why teenaged girls leave school. Only 20 percent of teen mothers ever graduate from high school.
>
> • At least 100,000 Californians are homeless.
>
> • In the decade of the 1980s the state will experience a 20 percent increase in the number of children under two years old, creating an increased demand for childcare.
>
> In recognition of these issues, it is the intent of the Legislature that the Trustees of the California State University and the Regents of the University of California establish a "Human Corps" program within each segment. The purpose of the program is to promote the ethics of public service for students and address social problems within existing resources by enabling students to share their public benefit. Students would participate by acting as mentors to disadvantaged students or by participating in a community organization dedicated to public service addressing problems such as illiteracy, dropout prevention, environmental contamination, inadequate housing, and others. Each undergraduate student would be required to participate in the Human Corps.
>
> It is further the intent of the Legislature that the University and State University establish a Human Corps Planning Group composed of students, faculty, student services administrators, and grass-roots community organizations to es-

tablish the Human Corps on each campus. The groups will determine (1) the training needs of student participants, (2) the criteria for student participation, including the terms of service, (3) the types of organizations students will assist, (4) the mechanism for establishing relationships with organizations which provide community services and need student assistants, and (5) the funding requirements of the University and State University in administering the program. The University and State University shall report on the plan of their respective Task Force by February 1, 1987.

•

Item 6420-001-001 Postsecondary Education Commission: It is the intent of the Legislature that plans for "Human Corps" be developed by the institutions of higher education including the Student Aid Commission. The purpose of the program is to promote public service and address social problems within existing resources. The "Human Corps" would consist of students acting as mentors to disadvantaged students or by participating in a community organization dedicated to public service addressing problems such as illiteracy, dropout prevention, environmental contamination, inadequate housing, or others.

It is further the intent of the Legislature that CPEC will identify and evaluate similar programs of public service which exist within institutions of postsecondary education, both in California and around the nation. CPEC shall also coordinate the efforts of UC and CSU to develop "Human Corps" Planning Groups which will consist of students, faculty, student services administrators, and community organizations on each campus and coordinate the efforts of the Student Aid Commission Human Corps Planning Group. These groups will identify (1) the need of students for training to participate effectively in the Corps, (2) the criteria for student participation, including the terms of service, (3) the types of organizations and individuals which the Human Corps will assist, (4) the mechanism for establishing relations with the organizations and individuals which the Human Corps will assist, and (5) the funding requirements for administering the Human Corps program.

UC, CSU and the Student Aid Commission shall report the result of the efforts by their Human Corps Planning Groups by February 1, 1987 to CPEC. CPEC shall submit these reports, along with information from similar programs within postsecondary institutions to the legislative fiscal committees and the Joint Legislative Budget Committee by March 15, 1987.

As can be seen, the language directing the Commission's activities differed from that for the segments, and no language was included directing the Student Aid Commission to establish a Human Corps Planning Group or submit its report to the Postsecondary Education Commission. Nonetheless, the Student Aid Commission, along with the University and State University, have transmitted planning reports to the Commission; and the Commission submits this report to the Legislature, along with those three reports, in compliance with ACR 158. Although the language did not address the Community Colleges, and although the Community Colleges prepared no report on the topic, it should be noted that the Community Colleges offer many community service programs.

Preparation and organization of the report

To prepare the report, Commission staff along with legislative staff visited six campuses in California -- San Diego State University, Santa Clara University, Stanford University, the Berkeley and San Diego campuses of the University of California, and the University of San Diego. The staff also contacted institutions elsewhere in the nation that were identified as having successful public service programs; it obtained information on national organizations that seek to promote student public service; and it sat in on meetings of the Human Corps Planning Groups at the University and State University.

In the next section of this report, the Commission presents historical and national perspective on student public service in American higher education. In the concluding section, it summarizes planning efforts at the University of California and the California State University, reviews the report of the Student Aid Commission, and lists issues for consideration in future planning. Attached as Appendices A, B, and C are the reports of the University, State University, and Student Aid Commission.

2 *Perspective on Student Public Service*

The interest of the University in voluntary activities stems from its concern for the value of altruism. There are values we think are not only important but critical to the survival of a free society. Altruism is one of them.

Author E. Hughes, *President, University of San Diego*

Historical perspective on student public service

The most knowledgeable observers of American life -- from Alexis de Tocqueville in his 1830 *Democracy in America* to Robert Bellah and his associates in their 1985 *Habits of the Heart* -- have concluded that American participation in community activities is critical to the maintenance of its free institutions. Whether through colonial town meetings or contemporary VISTA and Peace Corps programs, voluntary public service has been a long-held ideal in American society.

Complementing this national ideal, leaders of American higher education have held that public service is one of the basic purposes of the nation's colleges and universities.

- For example, in 1876 Daniel Coit Gilman -- the founding president of Johns Hopkins -- offered among his famous hopes for the University, "less misery among the poor, less ignorance in schools, less bigotry in religion, less suffering in the hospitals, less fraud in business, less folly in politics...."
- In 1896, Princeton's Woodrow Wilson concluded that "it is not learning, but the spirit of service that will give a college place in the public annals of the nation."
- More recently, Harvard's Derek Bok called for renewed emphasis on the teaching of applied ethics and the moral development of students as essential to "the quality of the society in which we live" and noted that student volunteer activities not only offer practical experience that enhances student development but render "valuable and continuing benefits to the local community" (1981, p. 239).
- And this past year, Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, recommended "that every student complete a service project -- involving volunteer work in the community or at the college -- as an integral part of his or her undergraduate experience" in order to "help students see that they are not only autonomous individuals but also members of a larger community to which they are accountable." (p. 218)

In *College: The Undergraduate Experience in America*, Boyer traces the ideal of public service from seventeenth-century views of educating the whole person -- "body, mind, and spirit; head, heart, and hands" -- to today's concern for students' cognitive and ethical development. He also offers evidence that current college students are not as self-centered or materialistic as some critics of the "me generation" have suggested, in that 52 percent of the college students surveyed by the Carnegie Foundation for his book reported that they had participated in some kind of service activity during high school or college -- from church and hospital service to environmental projects, election campaigns, and charitable fund raising.

Virtually everyone agrees that undergraduate education should not only prepare students for careers but, in Boyer's words, for "lives of dignity and purpose." But how best to foster personal and ethical development is a topic of considerable debate among educators at the national, state, and institutional

level. Some educational institutions are well experienced with formal programs of service -- among them, religious schools and colleges that prepare their students for missionary work -- and, more recently, the Atlanta (Georgia) public high schools, which now require all students to participate in some type of public service as a condition of graduation. Most publicly supported and independent colleges, however, simply encourage voluntary service as an optional extracurricular activity. Now, interest on the part of some California legislators in formal programs of public service for undergraduates of the State's public universities has led to renewed consideration of the role of public service in student development and institutional life.

National organizations promoting public service

Interest in public service is flourishing across the country. New national coalitions to promote public service on college campuses involve college and university administrators and students; diverse efforts are under way to provide direction, technical assistance, and financial support; and discussion is widespread about how to make public service an integral part of the undergraduate experience and make volunteerism a significant outcome of college education. Rather than listing all of the numerous organizations involved in this effort, this section describes a select few in order to illustrate present interest from a national perspective.

Campus Compact

At the national level, the Education Commission of the States has taken leadership in the movement by creating *Campus Compact: The Project for Public and Community Service*. The Compact is a coalition of some 120 public and private colleges and universities whose presidents are committed to increasing the public service activities and initiatives on their campuses. A list of these institutions appears in Display 1 on the opposite page. California is represented in the Compact by these chief executives:

Sister Magdalen Coughlin, President of Mount St. Mary's College;

David Gardner, President of the University of California;

Ira Michael Heyman, Chancellor of the University of California, Berkeley;

Hilary Hsu, Chancellor of the San Francisco Community College District;

Author Hughes, President of the University of San Diego;

Leslie Koltai, Chancellor of the Los Angeles Community College District;

Donald Kennedy, President of Stanford University;

Mary S. Metz, President of Mills College;

W. Ann Reynolds, Chancellor of the California State University; and

David Winter, President of Westmont College.

Headquartered at Brown University in Providence, Rhode Island, Campus Compact organizes regional and national conferences on the issue of public and community service and acts as a clearinghouse of information about the various public service programs of its member institutions.

While encouraging all forms of public service, Campus Compact has identified the following activities as its primary focus:

1. University sponsored service projects;
2. Service work compensated with financial assistance administered through colleges;
3. Work sponsored by community service agencies;
4. Church-sponsored service work where the goal is meeting secular needs rather than proselytizing new members, and
5. Independent community service or volunteer projects not sponsored by any agency.

Campus Compact recently conducted a survey to establish base-line data and a descriptive directory of activities at its member colleges and universities. Although not yet officially released, some findings of this survey are informative in suggesting factors that should be considered in planning efforts:

- No single model of public service enterprise was found to be most successful among the 67 institutions that responded. Instead, several models were effective at different institutions.

DISPLAY 1 Campus Compact Member Institutions, 1986

Arizona
Maricopa Community College

California
The California State University
Los Angeles Community College District
Mills College
Mount St. Mary's College
San Francisco Community College District
Stanford University
University of California System
University of California/Berkeley
University of San Diego
Westmont College

Colorado
Colorado College

Connecticut
Connecticut College
Trinity College
Wesleyan University
Yale University

District of Columbia
Georgetown University

Florida
Brevard Community College
Eckerd College
Miami-Dade Community College
State University System of Florida

Georgia
Morehouse College
Spelman College

Illinois
George Williams College
Knox College
Lewis University
Roosevelt University
Spoon River College
University of Chicago
University of Illinois
University of Illinois/Chicago

Indiana
DePauw University
Earlham College
University of Notre Dame

Iowa
Grinnell College
University of Iowa

Kentucky
Berea College
University of Kentucky

Louisiana
Xavier University of Louisiana

Maine
Bates College
University of Maine at Orono

Maryland
Hood College
John Hopkins
University of Maryland, College Park

Massachusetts
Brandeis University
Hampshire College
Harvard University
MIT
Radcliffe
Suffolk University
University of Massachusetts/Amherst
Wellesley
Wheaton College

Michigan
Alma College
Kalamazoo College
Michigan State University
University of Michigan

Minnesota
Carleton College
Mankato State University
Metropolitan State University, St. Paul
University of Minnesota, St. Paul

Mississippi
Tougaloo College

Missouri
University of Missouri, Columbia
University of Missouri, Kansas City

Nebraska
University of Nebraska

New Hampshire
Dartmouth College

New Jersey
Princeton University

New York
Bank Street College
Bard College
Barnard College
City University of New York
Cornell University
Fordham University
Hobart and Smith College
New York University
Rockland Community College
State University of New York
Vassar College
Wells College

North Carolina
Davidson College
Johnson Cay Smith University
St. Andrews Presbyterian College
University of North Carolina-Asheville

Ohio
Oberlin College
Ohio Wesleyan

Oregon
Reed College

Pennsylvania
Lafayette College
Susquehanna University
University of Pennsylvania

Rhode Island
Brown University

South Carolina
University of South Carolina-Columbia
Wofford College

Tennessee
University of Tennessee-Knoxville
Vanderbilt University

Texas
Austin College
Rice University
Southwestern University
Trinity University

Vermont
Bennington College
Trinity College
University of Vermont

Virginia
Hollins College
University of Virginia

Washington
The Evergreen State College
Seattle University
University of Puget Sound

West Virginia
Concord College

Wisconsin
Alverno College
University of Wisconsin - Madison

Source: Campus Compact, Brown University, 1986.

- 85 percent of the 67 institutions allow students to receive academic credit for service work.
- 79 percent of them offer public service internships through academic departments.
- 76 percent provide some institutional support to voluntary groups.
- 68 percent operate an information clearinghouse or coordinating office.
- 50 percent have established public service centers, over half of which report an increase in student participation.
- 44 percent report increased student participation in public service over the past five years, and most of them attribute the increase to changes in student attitudes.
- 34 percent report that more than at least 20 percent of their students are involved in public service, while 21 percent report between 10 and 20 percent are involved; 9 percent report less than 10 percent involvement; and 16 percent report less than 5 percent involvement; with the remaining 19 percent unable to estimate any percentage, since determining the public service activities of students is difficult, especially among commuting students. (Campus Compact believes that the percentages of students reported as involved are probably lower than actual levels of participation.)
- The same number of institutions reported students working independently in public service activities as those reporting campus-sponsored initiatives led by faculty members or administrators.
- The three major factors preventing students from participating in public service are financial need, career demands, and lack of academic credit. Some institutions report that their increased academic requirements have deterred some students from public service, while others report that many students who might volunteer are required to work to help offset the cost of their education.
- Most institutions do not utilize all the resources available to them for student public service, especially work-study funds.
- The best incentive for public service seems to be commitment to service on the part of the institution, including the president, faculty, and staff.

Campus Compact concludes that the survey provides encouraging evidence about student public service. Not only do a wide variety of public service activities exist on the campuses and an increasing proportion of students participate, but their public service activities complement their classroom learning and are consistent with the "educational and service missions central to the idea of a college or university." The survey suggests to Campus Compact that the challenge for institutions is to provide a supportive but not intrusive presence for service and that an institutional commitment to service -- regardless of the structural form of that commitment -- is the best incentive to student participation, since increased levels of participation result when the commitment is highly valued, clearly articulated, and at least symbolically if not financially supported.

Campus Outreach Opportunity League (COOL)

The Campus Outreach Opportunity League (COOL) is a non-profit organization created in 1985 by two young Harvard graduates -- Wayne Meisel and Robert Hackett -- that is designed to promote and support student involvement in community action throughout the country. It provides technical assistance to students, faculty members, and administrators involved in public service at over 500 campuses; its handbook -- *Building a Movement: A Resource Book for Students in Community Service* -- and its periodic newsletters provide the most current information about public service activities on campuses; and its annual national conference and local and regional workshops help institutions develop strategies and resources for strengthening student involvement.

COOL's next national conference will be held April 3-5 at Georgetown University. On March 6-7, it organized a conference at the Berkeley campus of the University of California that focused on California's Human Corps. Participants included representatives of the Legislature and students, faculty, and staff of the University, the State University, and California's independent institutions that are active in community service. "COOL encourages students to identify local community needs and try to meet them," according to co-founder Hackett. "The benefits are twofold: you help the community, and you make a significant difference in your own life."

The National Society for Internships and Experiential Education

The National Society for Internships and Experiential Education (NSIEE) is a 16-year-old individual membership organization that promotes experiential learning as an integral part of quality education. It supports "efforts to integrate academic, career, and personal development of learners through internships, service-learning, field work, practicum experiences, cooperative education and many other forms of hands-on learning," and it represents an established national effort to encourage participation in real world activities as part of the undergraduate experience. It publishes internship directories and a series of monographs that seek to assist institutions with strengthening experiential education within their institutions. Its Peer Assistance Network in Experiential Learning (PANEL) is a special service that disseminates information and provides a national network for professionals in the field.

The National Association of Student YMCAs

Student YMCAs must be acknowledged as one of the most historically significant contributors to public service activities on college campuses. The first Student YMCAs were founded in 1858 at the Univerities of Virginia and Michigan to emphasize "Bible study, boys' work, deputation to other campuses, and service in the foreign missions." Although primarily evangelical, the early Student Ys addressed other concerns, including ethics, race, sex, temperance, and community social service. For example, before integrated housing was available on many college campuses, Black students often lived in campus YMCAs, and in 1930, the YMCA required integrated hotel facilities in Detroit for all attendees of its Student-Faculty Conference.

By 1920, there were 730 Student YMCAs in the United States. Only 26 remain, with organizations on ten other campuses holding historical and functional relationships with them -- including Stiles Hall at Berkeley and Dwight Hall at Yale. The numerical decline of the YMCAs was paralleled by the development of student services on college campuses, but more significant was the turmoil that disrupted many college campuses during the 1960s and 1970s.

In 1978, the National Board of the YMCA addressed its concern that "our nation needs young people to apply their energies and creativity to social problems," and in its mission statement for the 1980s, the U.S. Student YMCA committed itself:

- to providing free social space for critical and integrative thinking by linking education and experiential learning in supportive and challenging communities, and
- to promoting personal growth enabling an ethically aware leadership and followership that thinks globally and acts locally.

The theme of the 1984 National Association of Student YMCAs Conference was "Whole Persons in a Whole World" and reflected the traditional dedication of the organization to its spiritual philosophy as well as its renewed dedication for students to assume an active responsibility for the condition of society.

ACTION

ACTION is an independent Federal agency that operates a series of volunteer programs, including Volunteers in Service to America (VISTA), the Peace Corps, and the Student Service Learning Program (SSLP). College-age students can apply to be VISTA volunteers and receive a living stipend to support their work with a local community service agency. College service organizations and local volunteer agencies working with students can apply for support from the Student Service Learning Program.

Campus public service programs

The following descriptions of selected public service programs at American colleges and universities seek to illustrate the variety of programs relevant to the intent of the Human Corps proposal and how the milieu of each campus determines the nature of its program. The first three programs involve mandatory service, while the remaining 13 are voluntary.

Mandatory programs

Berea College: Berea College in Berea, Kentucky, requires all of it students to work a minimum of 10 hours each week throughout their college experience. Berea was established in 1855 and enrolls 1,500 students. It has a Christian commitment, although it is not church related. Student work is coordinated by its Dean of Labor and Student Life. Although most students work on campus doing office

jobs and other tasks necessary for the operation of the campus, they may elect to fulfill part of the labor requirement as volunteers with Students for Appalachia or People Who Care.

Hampshire College: Hampshire College in Amherst, Massachusetts, expects all of its thousand students to undertake community service as part of their degree program, either in the surrounding community -- such as by working in the town of Amherst's nature center or by teaching Spanish to high school students -- or on campus, such as by participating in student government or by organizing and running a film series for students and staff. Hampshire was created in 1965 as the fifth member of a consortium that includes four well-established institutions in the Connecticut River Valley of Massachusetts -- Amherst, Mount Holyoke, Smith, and the University of Massachusetts, and has been deliberately experimental from its beginning. It has sought "engagement with the non-academic world," "vigorous demonstration of a civic role for institutions of higher education" and a reorientation of college "as a corporate citizen, active in the civic problems and processes of its surrounding community" (Patterson, 1966, pp. xiii, viii, xi). Rather than specifying particular numbers of hours to be fulfilled, it has its students negotiate contracts for their community service obligation as well as their academic obligations with their faculty advisors. When the students satisfy their advisory committees that they have fulfilled their contract, their community service experience is entered on their narrative transcript.

Warren Wilson College: Warren Wilson College in Swannanoa, North Carolina, requires 60 hours of approved community service for graduation. A Service Project Committee determines the appropriateness of the service experience and supervises and evaluates the students' performance. Students may participate in any of 25 community agencies throughout Appalachia, and the agencies are responsible for their training and orientation. Students may meet their service obligation during the summer or during school vacations while they are at home. The college, which traces its history to 1694, is affiliated with the United Presbyterian Church in the USA and has a three-fold mission -- academic, service, and work. In addition to its service requirement, it expects all of its 500 students to work 15 hours a week on campus for their room and board. Students perform all of its daily operating support services, and facilities maintenance and repair, and the college depends on their labor to continue to operate. It enrolls a large number of students from other countries and about 14 percent from third-world countries.

Voluntary programs

Far more common in American higher education than mandatory programs are voluntary programs such as these:

Carleton College: The newest volunteer program surveyed by the Commission is at Carleton College in Northfield, Minnesota. Established in 1985, ACT ("Acting in the Community Together") attracted 250 students in its first year. It serves as a clearinghouse of volunteer opportunities, addresses youth and elderly issues as well as housing and child-care for low-income families. It is funded by the college, has one full-time salaried staff member and ten student program directors, and does not offer academic credit to volunteers.

Dartmouth College: Dartmouth's Tucker Foundation operates Dartmouth Community Services (DCS), which offers a wide variety of services addressing child-care, illiteracy, health care, the aged, and the disabled. Established by the president and trustees of the college in 1951, it was designed to "support and further the moral and spiritual work and influence of the college." Career planning and volunteer activities are part of the Dartmouth Community Services. A special program for Cambodian students at a Hanover, New Hampshire, high school has been made available to Dartmouth students as well as work with the Hanover Humane Society.

Emory University: Volunteer Emory of Emory University in Atlanta is only six years old. It is the first satellite branch of the United Way on a college or university campus. It was initiated by students and now places students in over 20 agencies in the greater Atlanta community. Its mission statement proclaims "Volunteer Emory is an administrative branch of Campus Life, which is run by a staff of student volunteers for the purpose of matching the needs of the Atlanta community with the interests and skills of Emory students and employees. Behind Volunteer Emory lies a vision -- a vision of a world united through a common concern for one another." At least 25 percent of Emory's students are reported

to participate in volunteer activities during their campus residency.

Georgetown University: Georgetown University in Washington, D.C., founded its Community Involvement Program in 1978. The Program, which is funded by the University and employs a salaried staff, coordinates a number of programs including a student-run organization on campus called the Community Action Coalition, which has 500 volunteers providing tutoring, helping in soup kitchens, aiding refugees, visiting the elderly, working on a rape-crisis hotline, and performing other social tasks. Georgetown also offers the opportunity for students to spend their spring break in rural Appalachia providing unskilled labor for established programs in the area, and it offers special programs in a low-income housing development of Washington, a chapter of Bread for the World -- a national organization concerned with issues of hunger, a program to develop a collective responsibility regarding social justice issues, and "Artists in Community Service," through which talented students provide entertainment to the elderly and home-bound. Georgetown graduates may also volunteer to give a year of voluntary service in Chimbote, Peru.

Harvard University: Phillips Brooks House Association -- Harvard's social service center -- began in 1894 when its Student Volunteer Committee was established as a clearing house for Harvard student volunteers involved in the settlement house movement. In 1900, it was permanently housed in a newly constructed building dedicated to Phillips Brooks, the noted Unitarian minister, and renamed the Social Service Committee. The House and the Association continue as an active but entirely independent part of the Harvard undergraduate milieu and offer 27 different programs for student volunteers.

Santa Clara University: Santa Clara's President William Rewak believes that the University's mission is synonymous with public service, and thus although its 20-year old Santa Clara Community Action Program is run entirely by students, advisory staff are available from Student Services and funding is available from the University. Students may volunteer in 12 separate programs, each of which is managed by a student program coordinator. About 275 students participate in the programs each year. No stipends are available to participants, but a limited number of courses allow them to earn academic credit for their volunteer activities.

Stanford University: Stanford established a Public Service Center in 1983, and President Donald Kennedy appointed a special assistant to promote its activities. Initially, funds were made available to coordinate existing efforts on the campus and to expand and promote public service. In 1984, the Stanford Volunteer Network (SVN) was established to bring together 16 student groups involved in community service, including tutoring services, an athletic coaching program in East Palo Alto schools, and aid to the physically impaired and aged. A Public Service Summer Fellowship Program was begun the same year that allows students to commit themselves to full-time public service during the summer with stipends from the University. With a grant from the Walter Haas Fund in 1984, the John Gardner Fellowship Program was established as a joint enterprise with the Berkeley campus of the University of California. In 1986, the Public Service Opportunities Clearinghouse was opened, and a seminar series, called "Conversations with Public Servants" was initiated to allow students to meet informally with individuals with records of accomplishment in the public sector. Stanford-in-Government -- a 21-year-old student internship program -- has grown substantially since it was incorporated into the Public Service Center, and the Center has led efforts to develop a Stanford campus for students in Washington, D.C. The Stanford International Development Organization (SIDO) has become part of the Center, and several conferences have been put on by the Center to promote pubic service initiatives. With a three-year grant from the San Francisco Foundation, Stanford has also established the Ravenswood-Stanford Tutoring Program, which provides training and assistance to student-initiated tutoring projects. The Public Service Center is guided by a faculty steering committee which is assisting the Center with an evaluation plan. One of the major objectives of the Center is to involve faculty in public service efforts so that the attitudes and values of public service will become an integral part of education at Stanford.

University of California, Berkeley: Stiles Hall was established in 1884 to serve the students of the University of California, as a Student YMCA. Although no longer formally affiliated with the YMCA, it continues its active commitment to public service, of-

fering students the opportunity to work with children, the elderly, the mentally ill, the unemployed, the homeless, battered women, prisoners, and community agencies. It relies heavily on a core of student volunteers to manage individual projects and to recruit volunteers for those projects.

University of Illinois: The major public service program at the University of Illinois is in its second century of service. It stemmed from a Student YMCA and is currently an affiliate of the National Association of Student YMCAs. It uses paid and volunteer staff and, among other activities, offers a lecture and discussion series for students, faculty, and staff to discuss current social issues.

University of Minnesota: Minnesota's public service program also stems from a Student YMCA and, like Illinois, is now only affiliated with the National Association. Students may earn academic credit for their volunteer work in the community.

University of San Diego: President Author E. Hughes of the University of San Diego recently initiated a Volunteer Program Office and appointed a coordinator to centralize existing activities on the campus and coordinate academic, career and volunteer projects with community needs. The University operates several programs with historical record in the San Diego community and on campus, including internships and practicums in community agencies, schools and clinics; a Social Issues Committee that offers students the opportunity to learn about social problems; the Campus Ministry; and the Neighborhood Committee that oversees a Partnerships in Education program.

University of Virginia: The University of Virginia had the first collegiate YMCA in the nation. It dissolved in 1969 to become the Masters and Fellows of Madison Hall, Inc., which operates the University's Office of Volunteer Service. Madison House directs students in volunteer service in the community, but it is an independent, non-profit organization not officially part of the University. Over a dozen different programs are available to student volunteers from day-care and migrant services to recreational therapy and the Charlottesville Housing Improvement Program. Academic credit is available to volunteers, and paid professional staff supplement student volunteers in organizing volunteer activities.

Yale University: Yale's Dwight Hall was established in 1886 as a Student YMCA and, like Stiles Hall at Berkeley, continues its active commitment to public service despite its independence from the YMCA. Celebrating its first 100 years of service, Dwight Hall offers students the opportunity to serve in nearly 100 different programs. Students can volunteer to work with children or the elderly, to counsel in health or housing agencies, to participate on environmental projects, to get involved in the justice system or the work of other agencies in city government, to help in rehabilitation programs and in tutoring and educational programs. In addition to activities during the academic year, Dwight Hall has summer programs and internships. It is governed by a student Cabinet, but managed by a small employed staff. Bartlett Giamatti, Yale's president from 1978 until 1986, has said that, "There has always been in the Yale student a healthy perception that what you must figure out is how self-interest can best become public interest. There is a radical humanism in this place that teaches the individual that in using the extraordinary resources of this institution to develop his own potential, he learns how to use himself in the service of the larger human community" (1978).

Conclusions

As can be seen, these programs vary greatly in style and operation, but not in purpose. For example, public service programs on Ivy League campuses all have full-time professional staff in charge of their operations, and all engage in fund-raising activities to support their enterprises and maintain their endowment; but they are not annually funded by their institutions, and none of them offers academic credit for their volunteer activities. In contrast, programs on public university campuses often receive institutional subsidy, and students may often earn academic credit for service-learning through them.

The strongest similarity among all of the programs surveyed by the Commission appears to be the outspoken commitment to public service of the president. This presidential commitment makes a significant difference to the campus effort. And although some programs continue to have difficulty attracting volunteers, the revitalization of student public service appears to be evident in the increased participation rates of students on most campuses.

3 *Planning Activities and Issues*

Lots of students will do foolish things -- drive drunk, jump out of windows -- but they won't go down to the community service center because they feel vulnerable. It's a lot easier if you've got someone in your dorm saying, "We'll help you out. We'll go down with you."

Wayne Meisel, *co-founder, Campus Outreach Opportunity League (COOL)*

BOTH the University of California and the California State University submitted progress reports on their efforts to meet the requirements of the Supplemental Language regarding the Human Corps. The Commission has summarized these reports in this chapter along with that from the California Student Aid Commission, but since they represent preliminary steps toward achieving the legislative objective, it seems appropriate to postpone a substantive evaluation until the segments submit final reports.

Response of the University of California

The University-wide Human Corps Planning Group includes eight campus representatives (only the San Francisco campus -- a graduate health science campus -- is not included), two community agency representatives, two faculty representatives, two student representatives and three staff from the Office of the President. The Planning Group met three times and developed a schedule for implementation of Human Corps programs and addressed a number of issues in its progress report, which is attached in Appendix A.

Each of the eight general campuses of the University appointed a Human Corps committee to examine existing community service activities and develop a campus plan to increase the number of students involved in community service. Each campus was to conduct a comprehensive survey of undergraduate participation in service activities and report the results to the Office of the President by February 15. The reports of the campus Human Corps committees are due by April 15 to the Office of the President and will be submitted to the Commission before May 15, 1987.

The major issues in the progress report may be summarized as follows:

Students at the University: Data are presented to suggest that public service activities are not as important for University of California students as they were in the mid-1960s, but that freshmen students at the University exceed the national averages for social involvement.

Considerations for planning Human Corps programs: The following issues were delineated: (1) Acceptance of public service as integral to the enrichment of the undergraduate experience, (2) need for continued support and resources by the University, (3) concern for requiring public service participation by all students, and (4) the need for flexibility in designing activities to meet campus circumstances.

Definition of public service: The definition allows considerable latitude for fulfilling public service commitments but focuses on social problems which will provide an educational experience for students.

University-wide goals for Human Corps programs: Four standards are presented and suggested as measures of evaluating campus effectiveness in promoting a Human Corps.

University guidelines for administering and organizing campus Human Corps programs: Nine guidelines are presented to assist campuses with develop-

ing their Plans. They include using survey results to develop service opportunities, the dissemination of information, and periodic review of campus progress. Involvement of students and adequate training programs are encouraged. The use of incentives like academic credit are suggested in addition to involvement of the faculty.

Response of the California State University

The State University established its Task Force on Civic Service Internships in September 1986. The task force includes two campus presidents, two campus vice presidents (one for academic affairs and one for student services), two students, two faculty members, and four community representatives. It is chaired by the Provost and Vice Chancellor for Academic Affairs for Systemwide Adminstration and is reported "in keeping with the effort to establish a "Human Corps" on California college campuses." The progress report of the task force is included as Attachment C in Appendix B.

The task force has met four times and will meet in March to revise the progress report and review and incorporate the findings of the campus survey which is currently being completed. The final report will be presented to the Council of Presidents, to the Academic Senate and to the Trustees, after which it will be forwarded to the Commission and the Legislature with recommendations for legislative and budget action.

The progress report states that the State University intends to (1) present a survey of existing participation in community service activities on the campuses, (2) identify model programs across the nation that can be recommended to the campuses, (3) prepare position papers on issues identified by the task force as related to community service, (4) recommend use of the $500,000 in State Lottery monies designed for community service internships and activities by students, and (5) make recommendations for enhancing existing programs.

The report notes that seven issues have been already been identified by the task force for consideration, campuses have been allocated $20,000 each plus full-time-equivalent student pro-rata allocation and directed to use the money to develop model programs or enhance existing programs. In the late spring campuses are expected to report on the use of their lottery funds. In conclusion, the progress report states that experiential learning in community service is the ultimate goal of the task force efforts.

Included in the State University's response as Attachment D is its Initial Report of Findings from its Community Services Questionnaire, which includes descriptive examples of community service programs on State University campuses. To summarize the survey findings to date, 15,164 students were participating in some community service at the time of the survey -- 62 percent of them in internships, 37 percent in non-internships and 1 percent indeterminate. Sixty-nine percent of the participants are sponsored by an academic unit, 27 percent are involved in volunteerism unrelated to academic units, and 4 percent have a mixed sponsorship. Seventy-eight percent of those reporting are receiving academic credit for their service, 22 percent are receiving stipends, and 32 percent report their service is a required academic experience. These survey results are still preliminary, and data problems with them are still being corrected.

Response of the California Student Aid Commission

The position paper submitted by the Student Aid Commission fulfills the intent of the Supplemental Language and suggests that new programs may be appropriate to create incentives for public service in California colleges and universities. The report, which is attached as Appendix C, is a thorough review of existing financial aid programs available at the State and federal level.

In Part One, the report discusses the history and rationale of need-based financial aid and concludes that it would create inequities if a mandatory community service project were made a condition for receiving financial aid.

In Part Two, it presents brief descriptions of State and federal programs that provide either financial assistance for student activities relating to public service or financial incentive to encourage students to enter public service. ROTC is an example of the first type, and the State Bilingual Teacher Grant Program is an example of the latter. Also discussed are new initiatives that would tie financial aid to public service. Most notable is the federal State Student Incentive Grant (SSIG), but the Federal College Work-Study Program, the California Work-Study Program, FIPSE's new competitive grant program,

"Innovative Projects in Community Service and Student Financial Independence," and ACTION's Student Service-Learning Project Grants are suggested as other potential resources for promoting student involvement in community service activities.

Issues for further consideration

Public service on college campuses has a long and distinguished history. If it has been diminished in recent years, it is being revitalized by the national concern about the quality of undergraduate education and the efforts of national and state leaders and by students themselves. There is ample evidence that campuses are addressing anew their role in preparing students for their responsibility in society and that participation in public service activities is increasing. National efforts are receiving considerable recognition, and college presidents who make community service a priority play a leadership role in changing or promoting the character of their institution. In California, the legislative mandate to establish Human Corps Planning Groups at the University and State University is a unique and exemplary effort.

In preparing this report, the Commission and its staff consistently encountered a number of issues surrounding public service activities on the campuses. They involve both conceptual and operational concerns that affect institutional planning and implementation of the programs. These very same issues are important in the consideration of a State public service policy for college and university students. The following list of them is not exhaustive, but it is suggestive of the complex issues that need consideration, debate, and consensus.

Conceptual and global issues

What is the objective of public service as a part of the undergraduate experience?

Both service to the community and educational enhancement for the student are proposed objectives of public service. However, in developing policy, some balance or priorities are appropriate to articulate if the objectives of the experience are to be achieved. Clear objectives also help define appropriate experiences and the ability to promote programs on the campus.

What should be the definition of public or community service?

The definition should allow for considerable diversity but be constructed to promote the objectives of public service, not simply extracurricular activities.

What should be the extent of public service required by students during their undergraduate education?

The implications of a mandatory versus a voluntary program must be considered and addressed. Constitutional constraints, procedures for monitoring compliance, penalties and incentives all impact on the extent of the requirement. Whether students should be involved during the academic year, throughout their undergraduate years, or whether summer and vacation projects are appropriate need to be explored. Whether the service experience should be academically related, career oriented, and/or volunteer oriented may dictate the policy adopted to promote public service activities.

To what extent should diversity be fostered and when is uniformity more effective in promoting public service objectives?

Whether public service programs should be centralized or decentralized, whether the campus programs should be providing service or simply brokering services to community agencies, whether students or administrators should be in charge of public service programs and to what extent should existing off-campus public service programs be involved are all issues that determine the nature and milieu of a campus' public service effort. Commitment, not structure, appears to be more significant in the success of public service programs, and student enthusiasm for public service must be supported and nourished in a responsive and sympathetic environment if any success is to be expected. Diversity is the rule not the exception in campus public service programs. Campus differences in geographic location, student body, and history are important to the character and nature of public service activities.

What resources are essential to public service programs and to what extent do they need to be augmented?

Some programs are accomplished with minimal resources, others which involve stipends and training, demand considerable financial support. Opportunities to develop both kinds of programs are likely to encourage the public service effort and innovative ways to fund the more expensive efforts would help promote student involvement where remuneration is a necessary reality.

Operational issues related to implementation

What structures in an academic institution promote public service?

If public service activities are to become established in the academic bedrock of the campus, they must be adopted at the department level. However, there is no substitute for presidential leadership if public service is expected to become a campus priority. The adoption of any structure must be compatible with the objectives and the resources of the public service program. Incentives and recognition on the campus have proved to sustain enthusiasm and promote involvement.

How can administrators and faculty promote public service on the campus?

Whether public service programs are a part of student services or academic affairs, or both will be determined by their function and purpose on the campus. Whether recruitment and tenure review of faculty will reflect the value of public service in the same way that teaching and research are rewarded will provide a measure of its worth to the institution.

How can monitoring of public service activities not become a bureaucratic paper jungle?

Monitoring can sometimes overwhelm the importance of the activity that is being performed. With 150,00 students at the University and 250,000 at the State University, this could become the case much too easily. However, simple requirements and voluntary efforts offer hope for a reasonable process and set of procedures.

How can the costs of public service programs be determined and controlled?

Existent programs have considerable experience regarding costs. Limiting future expenditures when the impetus is to expand student participation offers a different challenge. Categorical funding, private funding, and service fees to the community agencies are alternative sources of revenue to be explored.

How can simple procedures be developed to match student abilities and capabilities with community needs?

Whether community service is an effort to develop attitudes regarding civic responsibility or an educational experience intended to develop skills, the placement of students is a serious consideration. Presently, the matching process is controlled by the student selecting to volunteer. The size of current efforts, and their voluntary nature allows for such simplicity to work effectively most of the time. However, the matching process takes on considerably greater significance in a mandatory program or in one which involves a large number of students and social service agencies.

Finally, these issues, whether conceptual or operational, are not independent of each other. The idea of public service is profoundly simple, which makes it particularly difficult to understand and implement.

Lessons from the debate about national youth service

In their book, *National Service: What Would it Mean?* (1986), Richard Danzig and Peter Szanton review the decades of discussion surrounding the purpose and value of establishing a national youth service. Their analysis of these issues is especially relevant to California because similar issues exist in establishing a Human Corps on California college and university campuses, and their treatment of both the conceptual and operational concerns that require resolution is thorough and objective.

Danzig and Szanton note that confusion abounds about what is meant by national service despite con-

siderable support for the concept. They describe four models to implement the idea -- a school-based model, a draft-based model, voluntary service, and universal service -- and they explore the possibilities and limitations of each model, including constitutional considerations, public costs, effects on public services, impact on the military, consequences for the labor market, and the educational, psychological, social, and economic effects on participants.

They conclude that "national service is an ideal, not a program" and that "many forms of national service are constitutionally permissible and politically plausible." However, they point out that national service programs would require significant resources and caution that they are not a panacea for solving the social problems of our society. Finally and perhaps most important, they recommend experimentation and an attitude that permits diverse options and efforts.

References

Danzig, Richard, and Szanton, Peter. *National Service: What Would It Mean?* Lexington, Mass.: Lexington Books, 1986.

Bellah, Robert N.; Madsen, Richard; Sullivan, William M.; Swidler, Ann; and Tipton, Steven M. *Habits of the Heart: Individualism and Commitment in American Life.* Berkeley: University of California Press, 1985.

Bok, Derek. *Beyond the Ivory Tower: Social Responsibilities of the Modern University.* Cambridge, Mass.: Harvard University Press, 1982.

Boyer, Ernest L. *College: The Undergraduate Experience in America.* The Carnegie Foundation for the Advancement of Teaching. New York: Harper & Row, 1987.

Gilman, Daniel Coit. "The Johns Hopkins University in Its Beginnings" [1876 Inaugural Address], in University Problems. New York: Century, 1899.

Patterson, Franklin. *The Making of a College: Growth in a Major Academic Community.* Hampshire College Working Paper Number One. Amherst, Massachusetts: Hampshire College, September 1966.

Wilson, Woodrow. "Princeton in the Nation's Service." *Forum*, 22 (December 1896) 450-466; reproduced in Hofstadter, Richard, and Smith, Wilson. *American Higher Education: A Documentary History.* Chicago: The University of Chicago Press, 1961, Volume Two, pp. 684-695.

Appendix A

Response of the University of California

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DAVID PIERPONT GARDNER
President

WILLIAM R. FRAZER
Senior Vice President—
Academic Affairs

OFFICE OF THE PRESIDENT
BERKELEY, CALIFORNIA 94720

February 12, 1987

Dr. William H. Pickens
Director
California Postsecondary Education Commission
1020 - 12th Street
Sacramento, CA 95814

Dear Bill:

I am pleased to send you a progress report on the University's Human Corps Program.

Please call me or Joyce Justus if you need additional information.

Sincerely,

Bill

William R. Frazer

Enclosure

cc: Assistant Vice President Cox (w/o enclosure)
Director Justus (w/o enclosure)

February 1987

PROGRESS REPORT OF THE UNIVERSITY OF CALIFORNIA HUMAN CORPS PROGRAM TO THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

Item 6440-001-001 of the Supplemental Report of the Committee of Conference on the Budget Bill for 1986-87 states in part:

In recognition of these issues, it is the intent of the Legislature that the Trustees of the California State University and the Regents of the University of California establish a "Human Corps" program within each segment. The purpose of the program is to promote the ethics of public service for students and address social problems within existing resources by enabling students to share their public benefit. Students would participate by acting as mentors to disadvantaged students or by participating in a community organization dedicated to public service addressing problems such as illiteracy, dropout prevention, environmental contamination, inadequate housing or others. Each undergraduate student would be required to participate in the Human Corps.

It is further the intent of the Legislature that the university and the state university establish a Human Corps Planning Group composed of students, faculty, student services administrators and grass roots community organizations to establish the Human Corps on each campus. The group will determine (1) the training needs of student participants, (2) the criteria for student participation including the terms of service, (3) the types of organizations students will assist, (4) the mechanism for establishing relationships with organizations which provide community services and need student assistants, and (5) the funding requirements of the university and state university in administering the program. The university and state university shall report on the plan of their respective Task Forces by February 1, 1987.

Introduction

America, noted de Tocqueville over a century ago, is a "nation of joiners." In recent years, however, considerable public attention has been given to the gradual but steady decline in interest on the part of Americans in voluntary activity. College and university students are part of that trend. Results of a recent national survey of college freshmen by the American Council on Education and the University of California at Los Angeles (ACE/UCLA) show a substantial decline during the past twenty years in the importance that college students attach to participating in community service, and to other civic efforts such as influencing the political structure and promoting racial under-

standing. At the same time, researchers have also noted an increase in the importance that college students attach to career-related goals and a return to the belief that change can be brought about by working within the system.

The apparent change in social values and attitudes is a phenomenon not unique to the college student. For instance, women, who for years served as the backbone of community service programs, are pursuing careers with the same intensity of their male counterparts leaving them with little time to volunteer.

Educators and other students of society who have written about these trends have suggested a number of reasons to explain the shift in young people's attitudes. Most frequently cited are: (1) fiscal conservatism brought on by predictions of long-term economic instability, (2) the increased costs of college requiring more students to work and to rely on student loans which must be repaid, (3) greater time pressures on students because of more stringent degree requirements, and (4) the termination of federal programs which at one time attracted young people to work with the needy and less fortunate.

Higher education institutions are working cooperatively with each other and with governmental agencies in an effort to reverse the apparent social trend of a reduced commitment to public service, hoping in the long run to rekindle in college students the idea that service is an integral part of their education. For example, The Education Commission of the States is working with Brown University to develop "Campus Compact: The Project for Public and Community Service," a national consortium of colleges and universities, dedicated to fostering public service among students. And, renewed interest in public service activity is gaining momentum at colleges and universities around the country through new and innovative programs aimed at increasing the number of students who contribute their time to their fellow citizens and to the common good.

University of California Freshmen Compared to Freshmen at Other Universities.

Echoing the national trend, the ACE/UCLA surveys of University of California freshmen show that they, too, no longer consider public service activity as important as they did in the mid-sixties. At Berkeley, for example, "helping others in difficulty" was a life goal mentioned by 57 percent of the 1986 freshman class, down from the 68.5 percent who mentioned it in 1966.

According to the same survey results, University of California freshmen are somewhat more likely than freshmen who attend other public universities to demonstrate interest in helping others who are needy and they are less likely to place importance on career-related goals. Nearly 23 percent of entering freshmen at the University indicate that they consider participation in community action programs to be an essential objective for them. Twenty percent of the students at other highly selective public universities, and 19 percent of the new freshmen who attend other public universities in general consider this objective to be very important or essential. Further, 41.3 percent of the 1986 University freshmen consider the promotion of racial understanding to be a very important objective for themselves. At comparable universities, only 32 percent of the new freshmen consider racial understanding to be an important objective while only 26.9 percent of the students at other public universities in general consider it to be so. And, 74.5 percent of the University respondents reported having performed some volunteer work during the previous year compared to 70.7 percent of freshmen at other public universities who said they engaged in volunteer work during their senior year of high school.

Without directly stating so, some recent reports on college students intimate that a high regard for financial rewards is somehow incompatible with an interest in helping others. That is not necessarily the case. While there has been an increase in University students' interest in financial well-being over the last twenty years, (37 percent of Berkeley freshmen said in 1966 that being well off was an important life goal as compared to 62 percent of the freshmen in 1986) a large number of University students still find it important to participate in community service projects.

More will be known about service opportunities available on the campuses and the extent of students' participation in them once the results of a Universitywide survey, which is currently underway, are available. (see Attachment 1)

The University Plan for Responding to Supplemental Budget Language Regarding the Human Corps

During the past summer, President Gardner initiated consultations with the Chancellors and with a broad spectrum of the University community to determine how best to respond to the supplemental budget language proposing the Human Corps.

In the course of these deliberations, and in subsequent discussions by the Human Corps Planning Group, several considerations

and premises which would guide or influence the planning effort and would determine the goals for the Human Corps activities were identified.

To begin, public service as envisaged in the Human Corps is complementary to and supportive of the mission of teaching, research and public service which has characterized American public universities for more than a century. There is great learning potential in community service as there is potential for enriching the quality of the undergraduate experience, for individual growth, and for the development of an informed and responsible citizenry.

Second, in keeping with these tenets, the University is committed to continue and maintain its support of the considerable ongoing public service activities of students, including training and staff support. It may also be possible to reorganize some programs and to reallocate some resources to expand these activities but major program expansion, and the attendant costs for training, organization, and evaluation will require additional resources.

Third, there are concerns about requiring undergraduates to participate in Human Corps activities particularly since existing academic requirements for the baccalaureate frequently take five years to complete. Also, some students at risk academically may be ill-served by participating in a compulsory program of service which places additional demands on their time. Beyond that, the ability of a community surrounding the campus to absorb thousands of young people into ongoing social service programs poses special problems and the plans developed by the campuses should be sensitive to these concerns.

Fourth, campuses must have the flexibility to design Human Corps activities which suit their unique needs and circumstances. No single administrative structure for the Human Corps program will serve all campuses equally well. Some campuses already have administrative structures in place for public service activities and recruit students to serve as volunteers with agencies that help disadvantaged individuals; all campuses also have networks for internships, field studies and cooperative work programs that provide students with experiential learning opportunities while serving the needs of the disadvantaged. It would serve no purpose to duplicate administrative mechanisms already in place.

Given this diversity it was the consensus that to be successful the program would have to be generated and driven by the campuses. Accordingly, the campuses were asked to develop plans for programs which will promote the ethic of public service and

encourage students to participate in service activities that benefit the disadvantaged in our society. In short:

1) Each campus was asked to conduct a comprehensive survey to determine the current level and scope of undergraduate students' involvement in public service activities, including internships for which academic credit is given, to provide a departure point for planning and program development.

The campuses have now distributed a common survey to faculty, students, and administrators to obtain information about academic internships, class projects and field work, and volunteer service activities that involve students in service work. The survey results will be analyzed by the campuses during the first week of February and a report will be made to the Office of the President by February 15, 1987. The President's Office will use the campus survey reports to prepare a supplement to the University's Human Corps report describing the extent of students' involvement in public service activities. A timetable for the planning efforts and implementation of Human Corps programs is included in this report as Attachment 2.

2) Each of the general campuses has appointed a Human Corps committee to examine existing community service opportunities and programs and to develop a campus plan to increase the involvement of students in community service activities.

These committees have now been established and while the membership varies somewhat across the campuses, all include students, faculty, and student affairs staff. One member of each campus committee has also been appointed by the Chancellor to serve as the campus representative to the Universitywide Human Corps Planning Group.

While the campus committees have not yet completed their plans, there is enthusiasm on the campuses for increasing and diversifying opportunities for students who want to participate in public service activity. Some campuses report they already see benefits resulting from the activities of the Human Corps planning efforts and that there is increased interest on the campuses in community service, largely attributable to the work of the planning groups.

The reports of the campus Human Corps committees are due in the President's Office by April 15, 1987. Each campus has received a copy of the University's report to CPEC and has been asked to ensure that its program meets the Universitywide criteria and goals and is consonant with the University's general program guidelines. The Office of the President will review the campus

plans for compliance and will report on them to CPEC in writing before May 15, 1987.

3) Concurrently with the work of the campus Human Corps committees, the Universitywide Human Corps Planning Group met to carry out its charge to develop a general definition of public service, to adopt goals for Human Corps activities, and to establish common guidelines and criteria against which the campuses would measure their Human Corps efforts. The membership of the Planning Group consists of one representative from each Human Corps campus committee, two faculty members, two students, and two representatives of community agencies. The members are listed in Attachment 3.

4) Since the budget language proposes compulsory participation in the program, and given that control of the curriculum rests with the Academic Senate, the guidelines for the program would have to be reviewed by the Senate to determine whether or not such a requirement should be established.

The Definition of Public Service

For the purpose of this report, the Planning Group agreed upon the following definition:

> PUBLIC SERVICE is the work performed by undergraduates either voluntarily or for some form of compensation or academic credit through nonprofit, governmental and community-based organizations. In general, such work should seek to improve the quality of life for disadvantaged and low-income community residents, or to address societal problems, and enrich the quality of the educational experience for the students who participate.

Though the definition is limited to activities engaged in by undergraduates, the University recognizes the valuable contribution made by graduate students who give their time to activities and research that address societal problems.

Universitywide Goals of the Human Corps Program

The Human Corps Planning Group identified the following goals for the Human Corps as useful standards against which the campuses can evaluate their efforts:

(a) To foster greater awareness in the University of the importance of individual efforts in addressing social problems.

(b) To enhance the awareness of students about, and their access to, public service opportunities in the community.

(c) To increase the level of undergraduate involvement in public service activities that benefit disadvantaged members of society.

(d) To enrich the educational experience of undergraduates by offering service opportunities that have personal, educational and professional benefits to students.

These are basic goals and the campuses may wish to develop additional objectives.

Universitywide Guidelines Regarding the Administration and the Organization of Campus Human Corps Programs

In order to assist the campuses to develop their plans, the following guidelines have been developed by the Human Corps Planning Group and approved by the President of the University:

1. Campuses will develop plans for facilitating and enhancing public service activities by undergraduate students and will designate a person, organization, or a unit to promote and coordinate service activities on campus in consonance with the stated goals of the Human Corps.

Campuses that have organized service activities under an existing administrative structure may be best served by continuing or strengthening that structure. Others may choose to create a new organization to achieve the goals of the program. At a minimum, each campus will charge a person, organization, or unit with the responsibility to encourage public service activity, to facilitate communication among public service programs and to enhance the awareness of, and the access to, public service opportunities.

2. Aided by survey results, campuses will establish goals for promoting participation by undergraduates in public service and for coordinating information about these activities.

3. Each campus will take steps to ensure:

a. The involvement of students in the development, implementation, and future planning of Human Corps efforts.

b. Extensive and timely dissemination of information to students about public service opportunities in the local community and beyond.

Campuses already employ a number of ways to bring students and agencies together including clearinghouses, community service offices, and on some campuses separate experiential learning centers. As part of these efforts, ways should be devised to assure also that the educational, social and professional advantages of these opportunities are so effectively publicized to students that the fullest possible participation may be realized.

c. Periodic review and assessment of campus Human Corps goals and results.

Initially after three years, and periodically thereafter as may be necessary to monitor Human Corps activity, campuses will prepare a report on the Human Corps for review by the Office of the President which will include a program description, an assessment of the effectiveness of the program, an examination of the progress made toward stated Universitywide and campus goals, and plans for future operation of the program.

d. Service opportunities that are sufficiently broad to appeal to a wide range of students.

Since University students represent diverse academic, professional and social interests, service opportunities available through the campus should have sufficiently broad appeal to attract the interest of all students.

e. Service opportunities directed to the disadvantaged members of the community at large.

The supplemental language identifies the primary purpose of the Human Corps to provide programs for students that encourage them to work away from the campus and in the community at large. Some of the special populations to be served are underrepresented minority students, illiterate adults, the disabled, unwed teenager mothers, the homeless, and children from low-income families. Specific problems to be addressed

include illiteracy, dropout prevention, environmental contamination, and inadequate housing. Accordingly, the campuses should design their Human Corps efforts to focus on the surrounding communities. At the same time campuses should not diminish their support of service programs that benefit disadvantaged individuals who are part of the University community.

f. The systematic exchange of information about public service activities with community agencies and with other institutions of higher education.

It is critical that the campuses have a clear understanding of the specific needs of community agencies and conversely that the agencies fully understand the strengths and limitations of campus programs. Regular communication between the campus and the agencies is essential to maintain a fruitful partnership. The use of questionnaires to survey local agencies about their needs can be helpful in the establishment of a central database that is accessible to the entire campus. Regular communication between the campuses and other colleges and universities in the same region can result in schools working cooperatively on public service projects and sharing resources.

4. The campus will establish the criteria for student participation in those public service activities that provide academic credit. For other service activities that do not involve credit, the campus will review criteria that may be established by community agencies and, to the extent possible, refer qualified students to the agencies.

5. Recruitment efforts and incentives, including academic credit when appropriate, will be developed to encourage and stimulate students to participate in public service activities.

Possible incentives to foster student involvement in service activities include academic credit, awards, service internships, vacation-time fellowships, stipends, regular expressions of appreciation, and the use of "activity transcripts," that is, an official record of a student participation in service activities which can be used by the student as a reference.

6. Training programs will be developed and offered to students who wish to participate in a public service activity but who may not have the requisite skills to do so.

In collaboration with the agency being served, the necessary training needs for specific service

opportunities should be developed as required. For instance, some health agencies may require specialized training before students are permitted to participate in the program. When such training is required the campus should enter into an agreement with the agency on who will provide the training.

7. Campuses should encourage the integration of community service opportunities and citizenship training into the curriculum.

Dealing with issues in a "live" setting is a valuable and powerful teaching and learning tool. Just as science and engineering departments continue to encourage laboratory experience both on and off the campus, academic departments in general should be encouraged to develop opportunities for field work and research which fit the needs of the community and are relevant to students' academic goals.

8. Faculty involvement in the development of public service activities for students should be stimulated and supported.

Efforts of the faculty to develop opportunities in civic learning and experiential education, and that encourage students' involvement in the community, should be supported. Incentives, such as release time, for faculty involvement in public service, for service-related research projects, and for supervision of internships and independent study should be provided. And, special recognition should be given to faculty involvement in public service in the periodic review process.

9. Each campus will identify all direct and indirect administrative, programmatic and other demonstrable costs related to the operation of the Human Corps program and include in its plan a budget for the program.

This progress report speaks to the steps taken so far by the campuses to renew their commitment to public service by students, to enlarge the opportunities for such service, to increase the level of participation of students and, thereby, to enhance their personal growth and enrich their undergraduate experience. Serious discussions on how to achieve these objectives continue on the campuses and plans for action will be completed by spring. These plans will be submitted to the California Postsecondary Education Commission for transmission to the Legislature.

ATTACHMENT 1

A SURVEY OF UNDERGRADUATE PARTICIPATION IN PUBLIC SERVICE ACTIVITIES THAT PROVIDE ACADEMIC CREDIT

(January 1, 1986 through December 31, 1986)

DEFINITION: For the purpose of this survey, PUBLIC SERVICE is defined as work performed by undergraduates for academic credit for nonprofit, governmental and service organizations. In general, such work should seek to improve the quality of life for community residents, particularly disadvantaged and low-income individuals, or to address societal problems.

1. Course or Lab Title and Number _____

   Placement Site _____

   College or School _____

   Sponsoring Departments/Offices/Units _____

   Off-campus Agency/Community Group _____

2. Briefly describe this public service activity, including the location and the setting where the service takes place.

3. Does this activity serve an identifiable group of clients?

   No_____ Yes_____

   If Yes, describe this group:

   Approximate number of clients served _____ Unknown_____

4. Check ALL categories that describe this service activity.

   Internship/Field Experience/COOP _____ Elective Course _____
   Independent Study _____ Work Study _____ Course Requirement _____
   Major Requirement _____ Graduation Requirement _____
   Other (specify): _____

5. Estimate the number of undergraduate students who participated in this public service activity during 1986, or during the most recent year for which data are available.

   1 to 10 ____ 11 to 25 _____ 26 to 50 _____ 51 to 75 _____
   76 to 100 ____ more than 100 (specify): _____

6. How many credit hours can a student earn from this course/activity each quarter/semester? _____

7. Estimate the number of hours a student typically spends on this course/activity each quarter/semester. _____ Unknown _____

8. Check ALL types of University support provided for this activity.

Faculty time	____	Staff time	____	Graduate Assistant time	____
Supplies	____	Telephone	____	Transportation	____
Equipment	____	Publicity	____	Grants/Fellowship	____
Meeting space	____	Postage	____	Other (specify):	_____

9. Estimate the total annual cost to the University associated with the types of support indicated in the previous question.

$_____ Not possible to estimate _____

10. Check ALL types of costs borne by the student to participate in this activity.

Transportation	_____	Supplies	_____	Telephone	_____
Equipment	_____	Postage	_____	Publicity	_____
Other (specify):	_____				

11. Are you aware of any research projects which enable students to be involved in public service activities on a non-credit basis?

No_____ Yes_____

If Yes, describe this research project:

12. Please provide your suggestions on the back of this form regarding programs and incentives that might encourage more students to devote their time and skills to public service activities.

Name: _____

Title: _____

Department/Unit: _____

Campus telephone: _____

A SURVEY OF UNDERGRADUATE PARTICIPATION IN PUBLIC SERVICE ACTIVITIES
THAT DO NOT PROVIDE ACADEMIC CREDIT
(January 1, 1986 through December 31, 1986)

For the purpose of this survey, PUBLIC SERVICE is defined as work performed by undergraduates, either voluntarily or for some form of compensation, for nonprofit, governmental and service organizations. In general, such work should seek to improve the quality of life for community residents, particularly disadvantaged and low-income individuals, or to address societal problems.

Name of Program/Project/Event _____

Sponsoring Departments/Offices/Units _____

Student Club/Organization _____

Off-campus Agency/Community Group _____

Briefly describe this public service activity, including the location and the setting where the service takes place.

Does this service activity serve an identifiable group of clients?

No_____ Yes_____

If Yes, describe this group:

Approximate number of clients served _____ Unknown _____

Check the category which best describes this service activity.

One-time event ____ Annual event ____ On-going program _____

Over what period of time do students participate in this activity?

1 day _____ Throughout the quarter/semester _____
2-7 days _____ Throughout the academic year _____
8-31 days _____ Other (specify): _____

Estimate the number of undergraduate students who participated in this public service activity during 1986, or during the most recent year for which data are available.

1 to 10 _____ 11 to 25 _____ 26 to 50 _____ 51 to 75 _____
76 to 100 ____ more than 100 (specify): _____

. Estimate the number of hours a student typically spends on this service activity. _____ Unknown _____

. Check ALL types of University support provided for this activity.

Faculty time	_____	Staff time	_____	Transportation	_____
Supplies	_____	Telephone	_____	Grants/Fellowships	_____
Meeting Space	_____	Equipment	_____	Publicity	_____
Postage	_____	Other (specify):	_____		

. Estimate the total annual cost to the University associated with the types of support indicated in the previous question.

$_____ Not possible to estimate _____

0. Check ALL types of costs borne by the student to participate in this activity.

Transportation	_____	Supplies	_____	Telephone	_____
Equipment	_____	Postage	_____	Publicity	_____
Other (specify):	_____				

1. Is the activity a fundraising project? No _____ Yes _____

If Yes, estimate the amount of money raised: $_____

2. Check ALL the conditions under which students participate in this activity.

Strictly volunteer	_____	Salary	_____	Work Study	_____
Fellowship/Stipend	_____	Non-credit Internship	_____		
Student Organization Project	_____	Other (specify):	_____		

3. Please provide your suggestions on the back of this form regarding programs and incentives that might encourage more students to devote their time and skills to public service activities.

Name: _____

Title: _____

Organization/Unit: _____

Campus telephone: _____

f off-campus, office or home telephone: _____

ATTACHMENT 2

UNIVERSITY OF CALIFORNIA SCHEDULE FOR
IMPLEMENTATION OF THE HUMAN CORPS PROGRAMS ON THE CAMPUSES

February 4, 1987	University sends the final Human Corps report to CPEC, the campuses, and to the Academic Senate for its determination of whether students will be required to participate in the program.
February 13, 1987	Campuses send report of survey results to Office of the President.
February 25, 1987	University sends CPEC a report of the survey results of undergraduate participation in service activities at the University.
April 15, 1987	Campus reports on plans for their Human Corps programs due in Office of the President.
April 15, to May 15, 1987	University reviews the Human Corps plans for compliance with Universitywide guidelines.
May 15, 1987	University reports plans for implementing the Human Corps to CPEC.

Initially after three years, and periodically thereafter as may be necessary to monitor Human Corps activity, the campuses will prepare a report on the Human Corps for review by the Office of the President. The report will include a program description, an assessment of the effectiveness of the program, an examination of the progress made toward stated Universitywide and campus goals, and plans for future operation of the program.

ATTACHMENT 3

UNIVERSITY HUMAN CORPS PLANNING GROUP

Campus Representatives

Edward Birch
Vice Chancellor--Student and
Community Affairs
5203 Administration Building
University of California
Santa Barbara, CA 93106

8-649-3651

James Briggs
Director, Career Planning and
Placement Center
Temporary Building 6
Berkeley Campus

(415) 642-8093

Robert Franks
Assistant to the Vice Chancellor
Student Affairs/Student Relations
460 Memorial Union
Davis Campus

8-477-1128

Bruce Moore
Vice Chancellor--Student
Services
146 Central Services Bldg.
Santa Cruz Campus

8-529-2474

Berky Nelson
Director, Center for Student
Programming
161 Kerckhoff Hall
University of California
Los Angeles, CA 90024

8-726-8814

Tommy Tucker
Assistant Vice Chancellor
Student Center
UCSD
La Jolla, CA 92093

(619) 534-4378

Sally Peterson
Assistant Vice Chancellor
Student Development
201B Student Services I
University of California
Irvine, CA 92717

8-687-6881

Ronald Loveridge
Associate Professor of
Political Science
2232 Watkins Hall
University of California
Riverside, CA 92521

8-651-5135

Community Agency Representatives

Penny Edgert
Director, Student Opportunity & Access Program
Riley Guidance Center
5650 Mt. Ackerly Drive, Room 3
San Diego, CA 92111

(619) 569-1866

Charlene Folsom
Director, PACT Educational Clearinghouse
635 Divisadero
San Francisco, CA 94117

(415) 922-2550

Faculty Representatives

Professor Ed Epstein
350 Barrows Hall
Berkeley Campus

(415) 642-4849

Professor Giorgio Perissinotto
Phelps Hall, Rm. 4329
University of California
Santa Barbara, CA 93106

8-649-2851

Student Representatives

Ms. Lois Frazier
5200 Chicago Avenue, #R8
Riverside, CA 92507

(714) 784-3899

Ms. Sheila Kane
200 Eshleman Hall
University of California
Berkeley, CA 92720

(415) 642-4017

Office of the President

Alice C. Cox, Chair
Assistant Vice President
SAS/Educational Relations
317 University Hall
2199 Addison Street
University of California
Berkeley, CA 94720

(415) 642-4538

Mary Beth Snyder
317 University Hall
2199 Addison Street
University of California
Berkeley, CA 94720

(415) 642-9853

A.T. Brugger
University Dean of Students
317 University Hall
2199 Addison Street
University of California
Berkeley, CA 94720

(415) 642-0508

Appendix B

Response of the California State University

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE
LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5501

February 26, 1987

Dr. William H. Pickens
Director
California Postsecondary Education Commission
1020 12th Street
Sacramento, California 95814

Dear Bill:

Assembly Concurrent Resolution 158 (Resolution Chapter 165, September 15, 1986) calls on The California State University to respond to a request contained in the Supplemental Report of the 1986 Budget Act, 1986-87 (pp. 116-117, Item 6610-001-001, Number 3). The request discusses the establishment of a broadly representative "Human Corps" Planning Group and suggests that certain issues and directions of primary importance. Basically, the group was to investigate the extent of existing community service activities on the part of CSU students and explore ways in which these activities could be extended, coordinated, and funded.

We have chosen to address the issues identified in the subject language in two ways. First, we have made available $500,000 in 1986-87 lottery funds to campuses to enhance their ability to provide services to high schools with significant minority enrollments (60% or more non-white). Many of the services provided include student mentorship activities of the type envisioned by the "Human Corps" supplementary budget language. The status report on this activity was made available to the Joint Legislative Budget Committee earlier this year. A copy of this report is provided as Attachment A.

Second, in response to the larger issue of a Human Corps Planning Group, we have convened a broadly representative Task Force on Civic Service Internships. The membership of this task force is provided as Attachment B. A progress report (Attachment C) on the activities of the Task Force relates the group's charge to issues identified in the supplementary budget language. I note from the progress report that in excess of 15,000 CSU students (5% of our student body) are already actively participating on a regular basis in some form of community service in connection with their academic program. The Task Force has embarked on an extensive survey of campus activities. A preliminary report of their findings appears as Attachment D. Further analysis of survey responses will be developed as the Task Force develops its final report.

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

The Task Force also distributed $500,000 in 1986-87 lottery funds to the campuses to develop new student internship programs and/or extend existing programs (see Attachment E).

Finally, one of the specific issues identified in the supplementary budget language is that of literacy. Several of our campuses have participated in a nationwide literacy project. A fact sheet on the upcoming Students for Literacy Workshops is appended (Attachment F).

I believe you will agree that the extext of CSU activities in support of the "Human Corps" concept is impressive. If you have questions, or need further information on this issue, please contact Dr. Diane Vines (ATSS: 8-635-5768). When available, we will forward the final report of our Task Force along with a summary of the results of the use of lottery funds.

Sincerely,

W. Ann Reynolds
Chancellor

Attachments

cc: Dr. William E. Vandament
Mr. D. Dale Hanner
Dr. James Jensen
Mr. Louis V. Messner
Dr. Anthony J. Moye
Dr. Diane Vines
Dr. Janice Erskine
Dr. Roslyn Elms
Membership, Task Force on Civic Service Internships

Attachment A

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE
LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590-5545

January 29, 1987

The Honorable Alfred E. Alquist
Acting Chairman
Joint Legislative Budget Committee
State Capitol
Sacramento, California 95814

Dear Senator Alquist:

Assembly Concurrent Resolution 158 (Resolution Chapter 165, September 15, 1986) calls on The California State University to respond to the following language from the Supplemental Report of the Committee of Conference.

> Admission Standards. The Trustees of CSU have adopted new, more rigorous admission requirements which are scheduled to apply to the Fall of 1988. Before these admission standards are operational, CSU shall designate a person to work with each public high school having 1/4 minority enrollment or more, to work toward assuring success of minority and nonminority students in gaining CSU admission and putting in place a system of CSU students for tutoring to increase academic preparation/enrollment in higher education institutions.

I believe the attached report is responsive to the request of the Joint Legislative Budget Committee. If you have any questions regarding this material, please contact Dr. Charles Lindahl under whose direction the report was prepared.

Sincerely,

W Ann Reynolds

W. Ann Reynolds
Chancellor

WAR:njw

Attachment(s)

cc: Members, Joint Legislative Budget Committee (14)
The Honorable John Vasconcellos, Chairman,
Assembly Ways and Means Committee (2)
Chair, Senate Budget and Fiscal Review Committee (2)
Ms. Elizabeth G. Hill, Legislative Analyst
Mr. Jesse R. Huff, Director, Department of Finance
Dr. William H. Pickens
Dr. William E. Vandament
Mr. D. Dale Hanner
Dr. Charles W. Lindahl
Dr. James E. Jensen

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

The Honorable Alfred E. Alquist
January 29, 1987

Report Prepared in Response to Assembly Concurrent Resolution 158
(Resolution Chapter 165, September 15, 1986)

ADMISSION STANDARDS

The Supplemental Report of the Committee of Conference included the following language pertaining to CSU admission standards:

> Admission Standards. The Trustees of CSU have adopted new, more rigorous admission requirements which are scheduled to apply to the Fall of 1988. Before these admission standards are operational, CSU shall designate a person to work with each public high school having 1/4 minority enrollment or more, to work toward assuring success of minority and nonminority students in gaining CSU admission and putting in place a system of CSU students for tutoring to increase academic preparation/enrollment in higher education institutions.

Response

Attachment A, Additional Services to High Schools With Significant Minority Enrollments (ESSIR 86-27), was issued to the campuses shortly after we learned of the language. There are now 821 public high schools in California. The first attachment to ESSIR 86-27 lists the 447 California public high schools with 25% or more nonwhite enrollments. We wish to acknowledge the assistance of the State Department of Education in preparing the list. These 447 high schools enroll 70% of the Hispanic and 76% of the black students enrolled in California public high schools.

Part two of ESSIR 86-27 directs CSU campuses to submit to the Chancellor's Office the names of their representatives serving each of the high schools included on the list of high schools having 25% or more non-white enrollment. All campuses have complied with this request, and those names are on file at the Chancellor's Office.

Approximately $500,000 was made available to the campuses to help support the additional services called for in the supplemental language. Part three of Attachment A (ESSIR 86-27), Increasing CSU Student Participation in Outreach, describes the additional services campuses are to provide. It should be noted that these funds are in addition to the campus resources already being devoted to outreach services to schools having significant enrollments of minority students.

Our goal has been to achieve the maximum effect from the resources available. To have distributed the $500,000 equally across all 447 high schools that have 25% or more minority enrollments would have allocated to CSU campuses about $1,000 more for special services to each high school. In recognition of the concentration of minority students in certain California high schools and to address the concern that an additional $1,000 per high school might not have a noticeable impact, it was decided to focus the additional resources on the approximately 160 public high schools having at least 60% nonwhite enrollments and school enrollments of at least 500 students. Statewide, 160 high schools met these criteria. Reducing the number of schools to be served meant the amount of new resources available to CSU campuses for increasing services to the target high schools could be increased to $3,000 for each high school meeting the criteria cited above. As noted earlier, the 447 California public high schools with 25% or more nonwhite enrollments are listed in the first attachment to ESSIR 86-27; the 160 schools with 60% or more nonwhite students and total enrollments of 500 or more are underlined.

Special efforts have been made to expand the participation of CSU students in increasing the number of underrepresented high school students who qualify for university admission. Due to time constraints, campuses have been encouraged to use existing programs and provisions for student participation wherever possible. Students' service to the high schools identified is to be related to knowledge they have derived from their classwork. Such field experience may be used to fulfill some aspects of the new admission standards for entrance into a CSU teacher education credential program.

These funds are to be concentrated on assisting those high school students who most need advice on preparing for college and who will need the greatest assistance in meeting CSU admission requirements. Tenth grade students have been assigned top priority since it is essential that they enroll in the necessary courses as early as possible. CSU staff are working with principals and counselors to identify students most in need of assistance. Emphasis is on supplying information on college admission requirements and counseling students on the preparation necessary to handle university study.

CSU campuses are to report by March 2, 1987 on the nature and scope of the additional services provided to the 160 target high schools. (See Attachment B, Additional Services to High Schools With Significant Minority Enrollments, ESSIR 86-38) These reports will include information on the number of high school students being assisted, their grade level,

the services being provided, how they are being provided, how often school sites are visited, and the average amount of time spent on each visit. Since these efforts will continue throughout the academic year, final reports will not be available until sometime during the summer or early fall.

Summary of Monitoring to Date

Information from a wide variety of objective, reliable sources indicates that such important educational reform measures as SB 813, the State Board of Education Model Graduation Standards, and the competency statements developed by the statewide academic senates are having the intended effect. While we will continue to seek additional information, sufficient information is now available to convince us that the planned implementation schedule is feasible.

- We know that 94% of the 447 California public high schools with 25% or more nonwhite enrollments (they enroll cumulatively 70% of the Hispanic and 76% of the black students in California public high schools) reported in October and November of 1986 that they were able to offer the full complement of required courses and sections.

- We know that curricular change in California high schools reflects increased offerings in academic subjects preparatory for university studies. (see following table from Conditions of Education in California, 1986-87, PACE, pp. 111-112)

Percent Change in Number of Sections Offered

	1982-83 to 1984-85	1984-85 to 1985-86
Science	22	13.3
Mathematics	19	3.4
Foreign Languages	12	4.7
Home Economics	-21	-2.4
Industrial Arts	-16	-2.3
Business Education	-11	-4.4
Arts	5	1.4
Music	3	-0.4
English	2	0.6
Social Studies	1	1.1

- We know that California high school graduates are completing more years of study in academic subjects preparatory for university studies. (see following table from Performance Report for California Schools, 1986, State Department of Education, p. 6)

	Percent		
	1983-84	1984-85	1985-86
English			
4 or more years	73	86	88
Mathematics			
3 or more years	67	74	78
Science*			
3 or more years	33	36	40
History/Social Science*			
4 or more years	33	37	40
Foreign Language*			
3 or more years	22	22	26
Fine Arts			
1 Year	65	67	70

*For these three areas, please note that CSU requirements are less than those cited in this State Department of Education report.

- We know that enrollment in courses applicable toward the University of California college preparatory course pattern increased 12.6% from 1984-85 to 1985-86. (Performance Report for California Schools, 1986, State Department of Education, p. 6)

- We know that almost 99 percent of fall 1986 CSU eligible freshman applicants had completed at least ten of the fifteen courses in the 1988 pattern of college preparatory subjects, with no ethnic group below 98.5 percent.

Although the data cited are consistent and complementary in documenting increased participation in academic studies preparatory for university studies, the CSU is committed to expanding and intensifying existing efforts and introducing additional programs. PACE reports indicate that the greatest growth in college preparatory course enrollment is among minority students and at high schools located in low income areas, but we are aware that those students and

schools start from lower on the scale. Therefore, since the new requirements were adopted in November of 1985 the CSU has initiated a wide variety of efforts to inform students, families, schools, and community colleges about the 1988 requirements. A partial listing follows.

- Music video used by commercial television stations and at school sites to encourage intermediate and high school students to stay in school and raise their aspirations, and public service announcements derived from the video.

- Individual letters to 8th and 10th grade students and their families informing them of the 1988 requirements.

- Color posters posted at school sites that encourage students to consider college and highlight the CSU college prep course pattern.

- Cooperative efforts with church groups such as the Archdiocese of Los Angeles to reach minority students, low income families, and recent immigrants.

- Intermediate school college readiness program to help students succeed in English and mathematics prerequisites to the high school college preparatory curriculum.

- Expansion of regional counselor conferences to disseminate and explain information about new requirements, especially phase in provisions and the visual and performing arts.

- Introduction of workshops for high school principals to acquaint them with CSU efforts to improve college preparation and strengthen the relationship between secondary and postsecondary education.

- Expansion of the Step-to-College Program which enables promising minority high school juniors and seniors to take a course or two at a nearby CSU campus.

- Expansion of summer bridge programs to assist newly admitted students not fully prepared to meet the demands of university instruction.

- Publication of a new outreach booklet which includes a section on the admission requirements.

- Increasing the number of editions of the CSU School and College Review to improve dissemination of information on the 1988 requirements in a more timely manner.

Conclusion

The CSU will continue to actively develop programs that promote access for the full range of California citizens. Also, CSU will continue to monitor the effects of the 1988 admission requirements throughout the implementation period and will carefully consider all new information as it becomes available.

Attachment A

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5708

Code: ESSIR 86-27

Reply Requested by
November 3, 1986

Date: August 20, 1986

To: Presidents

From: William E. Vandament
Provost and Vice Chancellor
Academic Affairs

Subject: Additional Services to High Schools With Significant Minority Enrollments

The 1986 Budget Act contains supplementary language concerning the new CSU admission standards. Key elements of the budget language are: (1) CSU is to review the availability of college preparatory course offerings; (2) CSU campuses are to designate a staff member to work with each public high school having 25% or more minority enrollment to inform students of CSU admission requirements and help students to meet those requirements; (3) campuses are to use CSU students to assist students in high schools having high minority enrollments. Therefore, the budget language calls on us to:

- determine high school college preparatory course availability,
- formalize our high school contacts, and
- increase the participation of CSU students in conducting outreach to high schools having significant enrollments of minority students.

Although the status of budget language is in doubt, it is clear that the admissions issue will continue for some time to be a significant factor in our relations with community and student groups, and will be of continuing interest to the legislature and budget review agencies. It is important that CSU representatives be in a position next spring to demonstrate that we are committed fully to a comprehensive program of monitoring and offering assistance to the state's high schools. Therefore, these activities should begin as soon as possible after school starts this fall. Campuses should be prepared to evaluate the effect of these additional efforts and plan to submit a progress report by March 1, 1987, including a brief summary of the activities underway

(More)

Distribution:

Vice Presidents, Academic Affairs
Vice Presidents, Administrative Affairs
Vice Presidents/Deans of Student Affairs
Deans, Schools of Education
Deans/Directors of Admissions and Records
Directors of Relations with Schools
Directors, Educational Opportunity Program
Directors, Financial Aid
Coordinators, Student Affirmative Action
CSU Academic Senate
California State Student Association
Chancellor's Office Staff
Department of Finance
Legislative Analyst

at each high school designated. Details on the information to be included in the report will be provided later.

Part One of Budget Language: Reviewing Availability of College Preparatory High School Courses

The Chancellor's Office will prepare a report for the legislature on implementation of the 1988 admission requirements that will address the availability of high school courses that meet the new requirements. Therefore, we need the assistance of CSU campus staff who are most familiar with the course offerings of high schools in their respective service areas. Of special interest is the adequacy of course offerings that meet the requirement in the visual and performing arts.

The high schools listed in Attachment A are the ones most likely to be experiencing difficulty in offering the required courses. A good way to begin the review would be to obtain a copy of high school class schedules, determine the number of sections of the required courses, then talk with the school's college counselor. If a school is having problems offering the full complement of courses and sections, the CSU representative should identify those difficulties as precisely as possible and determine the extent to which the CSU campus can provide assistance.

By November 3, 1986, campuses should submit (1) a listing of high schools that are unable to offer the required courses, (2) a summary of the nature of the problems, and (3) a description of any assistance being provided by the CSU campus. If staff find that all high schools in their service area are able to offer the required courses, please send a memorandum to that effect.

Part Two of Budget Language: Designating CSU Campus Representatives to High Schools Having 25% or More Minority Enrollment

Attachment A is a listing of 447 public high schools having 25% or more minority enrollment grouped generally by CSU campus service area. Minor adjustments have been made to distribute equitably the workload in the Los Angeles Basin. The respective CSU campuses are to designate a representative to serve each of the high schools listed.

No additional funds are being allocated to support the work of CSU representatives to high schools that have 25% or more minority enrollment but do not qualify for the special assistance described in section three for high schools with 60% or more minority enrollment. It is felt the funds will have more impact if invested in advising and counseling provided by CSU students and concentrated on high schools with high minority enrollments. Staff calling on high schools with 25% or more non-white enrollment should ensure that CSU is doing all that is possible within existing resources to strengthen the educational preparation of students in those schools.

CSU campuses have a wide array of programs for assisting high schools with preparation of their students for college, disseminating information on the availability of postsecondary education opportunities, and providing information to assist with college choice. EOP, SAA, School Relations, Admissions, MESA, and other CSU program staff are already active in many of the high schools the budget language calls on CSU to serve. Therefore, in many instances the representative identified will be a staff member already serving targeted high schools. Please submit the names of staff who will be the campus representative to each high school listed in your area.

Part Three of Budget Language: Increasing CSU Student Participation in Outreach

Of the 447 public high schools having at least 25% minority enrollment, about 160 have at least 60% minority enrollment and collectively enroll the majority of minority students statewide. Lottery funds in the amount of $500,000 are being made available to enable selected CSU campuses to respond more effectively to this element of the budget language through wider participation of CSU students in CSU outreach activities at these 160 high schools. These schools are identified in Attachment A by underlining. Funds will be distributed to CSU campuses at the rate of $3,000 for each underlined high school on their portion of the attached listing. These funds will assist campuses in getting more CSU students involved in informing students in designated high schools about the 1988 admission requirements and assisting them in qualifying for CSU admission.

As there is little time to initiate the additional efforts called for in the budget language, you are encouraged to use existing programs and provisions wherever possible. Since expenditure of lottery funds must be related to instruction, students' service should be related to knowledge derived from their classwork such as theories of organization, learning, and human growth and development. CSU campuses have a variety of opportunities for CSU students to participate in civic service internship and learning experiences. These provisions can be expanded to include service in high schools having significant numbers of students from groups underrepresented in higher education.

Following are some examples of opportunities for the practical application of concepts and theories learned in class that campuses may wish to consider as vehicles for assuring that CSU students are more involved in outreach in high schools.

- Student Assistant Program
- Student Volunteers
- Student Internships
- Cooperative Education
- Fieldwork Experience
- Career Development Opportunities
- Student Development Programs
- Scholarships or Stipends
- College Work Study Programs
- Work Study Reimbursements
- Graduate Fellowships

We know that some campuses have been using student assistants to conduct outreach to high schools. The lottery funds available to carry out part three of the budget language may be used to expand or initiate such programs. Attachment B provides information on the student assistant classification. It is important to relate student assistant activities supported by lottery funds to instruction. Holding periodic seminars or special classes for the student assistants engaged in outreach is one way to do this.

It is essential that CSU student representatives be selected carefully, oriented and trained appropriately, supervised, and provided with necessary logistical support at the CSU campus and high school site. Priority should be given to those who have demonstrated interest in preparing for a career in education and who are from groups underrepresented in higher education.

The new admission standards for entrance to a CSU teacher education credential program require candidates to successfully complete, prior to admission to a credential program, a qualitative early field experience in a school setting under university or university-authorized supervision. CSU schools of education may wish to take advantage of the opportunity these funds provide to enable prospective teacher education applicants to meet this requirement.

Administrators on campuses receiving funding to serve designated intermediate schools in their service area under provisions of the new intermediate school College Readiness Program (see ESSIR 86-21 - 1986-87 Program Change Proposal: Intermediate School College Readiness Program) should be alert to opportunities to coordinate these special services to high schools with those of the intermediate school program. Both programs rely heavily on CSU student service to public schools having large minority enrollments.

Given the nature of the special service activities of CSU students under this program, there does not appear to be a significant risk of state liability resulting from injuries to a student or to a third party as a result of a student's participation in the program. However, campuses are advised to closely examine all of their special service programs and the high school sites which are selected. Campuses should carefully evaluate the potential risk related to various assignments. Campuses should also try to schedule and design programs with the specific intent of minimizing risk to students and third parties. In rare instances where it seems appropriate, campuses should consider seeking a release of liability from the student, and/or a hold harmless and indemnification agreement from the participating high school or school district. Attachment C is a copy of a sample student release. An indemnification agreement with the high school or school district should provide that the high school or school district agrees to hold harmless and indemnify the Trustees of the California State University and all of their officers, agents and employees from any and all claims, judgments, demands, etc. arising in any manner from the placement of CSU students in their school.

Use of Funds

Since $3,000 per high school is a modest amount, it is important that careful, realistic planning precede the assignment of CSU students. Because the funds are so limited and there is little time to select and train CSU students, we recommend that service be confined primarily to supplying information on college admission requirements and counseling students on the preparation necessary to handle university study rather than providing tutoring in the traditional sense. The assistance should generally be limited to tenth graders. CSU staff should work with principals and head counselors to identify high school students most in need of advising with respect to preparing for college and who will need the greatest assistance in meeting CSU admission requirements. Group advising sessions or workshops may yield the most impact from the resources available.

These funds may be spent for (1) student remuneration, (2) travel to and from school sites, and (3) materials and supplies for seminars or classes associated with student services. We recommend that most of the funds be used to pay students for their service. These funds will be available until June 30, 1987.

Four CSU campuses will not receive these funds since none of the underlined high schools is located in their service areas. However, a portion of these funds will be set aside to support students from those four campuses who may elect to make special arrangements to serve targeted schools.

Specific allocation, accounting, and budget reporting instructions will be included in budget letters to be issued by the Office of Budget Planning and Administration to accomplish the intent of this lottery revenue program. In addition to the $500,000 for this purpose, $20,835 will be allocated to campuses for administrative costs associated with implementing this program.

Additional resources from lottery funds will be made available at a later date to support the development and expansion of civic service internships and service learning programs in organizations in addition to schools. A task force is being formed and information will be provided to you at a later date.

Conclusion

As noted earlier, campuses are to submit (1) a report on the availability of college preparatory course offerings at high schools in their service areas and (2) names of staff who have been designated to serve the high schools listed in the attachment. These submissions should be sent to Dr. George Hutchinson, Educational Support Services and Institutional Relations, by November 3, 1986. For high schools that are underlined, responsible campuses should evaluate the extent to which those schools are now being served and begin to determine how the anticipated lottery funds can be used most effectively to respond to the budget language by supporting CSU student outreach activities in those schools. Questions about this memorandum should be directed to Dr. Hutchinson at 8-635-5547 or (213) 590-5547.

WEV:lem

Attachments (3)

ATTACHMENT A
ESSIR 86-27

CALIFORNIA PUBLIC HIGH SCHOOLS WITH 25% + NON-WHITE ENROLLMENT

CAMPUS	SCHOOL	DISTRICT
BAKERSFIELD	Alpaugh	Alpaugh Unified
	Arvin	Kern Union
	Avenal High	Reef-Sunset Unified
	Bakersfield	Kern Union
	Big Pine	Big Pine Unified
	Corcoran High	Corcoran Unified
	Delano High	Delano Union
	Desert	Muroc Joint Unified
	E. Bakersfield	Kern Union
	Exeter	Exeter Union
	F.I.N.D.	McFarland Unified
	Foothill	Kern Union
	Hanford High	Hanford Joint
	Highland	Kern Union
	Lindsay	Lindsay Unified
	McFarland	McFarland Unified
	Mojave	Mojave Unified
	Monache High	Porterville Union
	Porterville	Porterville Union
	Shafter	Kern Union
	South	Kern Union
	Strathmore	Strathmore Union
	Tulare High	Tulare Joint
	Tulare Western	Tulare Joint
	Wasco High	Wasco Union High
	Woodlake High	Woodlake Union
CHICO	Colusa High	Colusa Unified
	Elk Creek	Stony Creek Unified
	Hamilton	Hamilton Union
	Lindhurst	Marysville Joint Unified
	Live Oak	Live Oak Unified
	Maxwell High	Maxwell Unified
	Pierce High	Pierce Joint Unified
	Wheatland	Wheatland Union
	Yuba City	Yuba City Unified
DOMINGUEZ HILLS	Banning	Los Angeles Unified
	Carson	Los Angeles Unified
	Centennial	Compton Unified
	Compton	Compton Unified
	Cooper	Los Angeles Unified
	Dominguez	Compton Unified

DOMINGUEZ HILLS (Cont'd)	Gardena	Los Angeles Unified
	Hawthorne	Centinela Valley
	Inglewood	Inglewood Unified
	Jefferson	Los Angeles Unified
	Leuzinger	Centinela Valley
	Locke	Los Angeles Unified
	Lynwood High	Lynwood Unified
	Manual Arts	Los Angeles Unified
	Morningside	Inglewood Unified
	Narbonne	Los Angeles Unified
	North High	Torrance Unified
	San Pedro	Los Angeles Unified
	Torrance	Torrance Unified
FRESNO	Caruthers High	Caruthers Union
	Central High	Central Unified
	Coalinga High	Coalinga/Huron Unified
	Dinuba High	Dinuba Joint
	Edison	Fresno Unified
	Firebaugh	Firebaugh-Las Deltas
	Fowler High	Fowler Unified
	Fresno	Fresno Unified
	H. Hoover	Fresno Unified
	Kerman High	Kerman Unified
	Kingsburg	Kingsburg Joint
	Laton High	Laton Joint Unified
	Madera High	Madera Unified
	McLane	Fresno Unified
	Parlier High	Parlier Unified
	Reedley High	Kings Canyon Unified
	Riverdale High	Riverdale Joint
	Roosevelt	Fresno Unified
	Sanger High	Sanger Unified
	Selma High	Selma Unified
	Tranquillity	Tranquillity Union
	Washington	Washington Union
	Crosi High	Cutler-Orosi
	Golden West	Visalia Unified
	Redwood	Visalia Unified
	Visalia Ind.	Visalia Unified
FULLERTON	Anaheim	Anaheim Union
	Bolsa Grande	Garden Grove Unified
	Buena Park	Fullerton Joint
	California	Whittier Union
	El Modena	Orange Unified
	Fullerton High	Fullerton Joint
	Garden Grove	Garden Grove Unified
	Glen High	Norwalk-La Mirada

FULLERTON (Cont'd)	Irvine High	Irvine Unified
	Katella	Anaheim Union
	Kennedy	Anaheim Union
	La Habra High	Fullerton Joint Union
	La Mirada	Norwalk-La Mirada
	La Quinta	Garden Grove Unified
	La Serna	Whittier Union
	Loara	Anaheim Union
	Los Amigos	Garden Grove Unified
	Magnolia	Anaheim Union
	Norwalk	Norwalk-La Mirada
	Orange High	Orange Unified
	Pioneer	Whittier Union
	Rancho Alamitos	Garden Grove Unified
	Saddleback	Santa Ana Unified
	Santa Ana	Santa Ana Unified
	Santa Fe	Whittier Unified
	Santiago High	Garden Grove Unified
	Savanna	Anaheim Union
	Sunny Hills	Fullerton Joint Union
	Teen Parent	Santa Ana Unified
	Valencia High	Placentia Unified
	Valley High	Santa Ana Unified
	Western	Anaheim Union
	Whittier	Whittier Union
HAYWARD	Alameda High	Alameda City Unified
	Albany High	Albany City Unified
	American High	Fremont Unified
	Arroyo High	San Lorenzo Unified
	Berkeley High	Berkeley Unified
	Castlemont	Oakland Unified
	De Anza	Richmond Unified
	El Cerrito	Richmond Unified
	Ells High	Richmond Unified
	Emery High	Emery Unified
	Encinal High	Alameda City Unified
	Farwest	Oakland Unified
	Fremont	Oakland Unified
	Hayward High	Hayward Unified
	James Logan	New Haven Unified
	John Swett	John Swett Unified
	Kennedy High	Fremont Unified
	Kennedy High	Richmond Unified
	Liberty	Liberty Union
	McClymonds	Oakland Unified
	Mt. Eden High	Hayward Unified
	Newark Memorial	Newark Unified
	Oakland	Oakland Unified

HAYWARD (Cont'd)	Oakland Tech	Oakland Unified
	Pinole Valley	Richmond Unified
	Pittsburg	Pittsburg Unified
	Richmond	Richmond Unified
	San Leandro High	San Leandro Unified
	San Lorenzo	San Lorenzo Unified
	Skyline	Oakland Unified
	Street Academy	Oakland Unified
	Sunset High	Hayward Unified
	Tennyson High	Hayward Unified
	Vallejo Senior	Vallejo City Unified
HUMBOLDT	Happy Camp	Siskiyou Union
	Hoopa Valley	Klamath-Trinity
	Round Valley	Round Valley Unified
	Weed High	Siskiyou Union
	Yreka High	Siskiyou Union
LONG BEACH	Artesia High	ABC Unified
	Avalon	Long Beach Unified
	Bellflower	Bellflower Unified
	Bell Gardens	Los Angeles Unified
	Cerritos High	ABC Unified
	Costa Mesa	Newport-Mesa Unified
	Downey	Downey Unified
	El Rancho	El Rancho Unified
	Fremont	Los Angeles Unified
	Gahr High	ABC Unified
	Huntington Park	Los Angeles Unified
	Jordan	Long Beach Unified
	Lakewood	Long Beach Unified
	Millikan	Long Beach Unified
	Paramount	Paramount Unified
	Polytechnic	Long Beach Unified
	South Gate	Los Angeles Unified
	Warren	Downey Unified
	Westminster	Huntington Beach Union
	Whitney High	ABC Unified
	Wilson	Long Beach Unified
LOS ANGELES	Alhambra High	Alhambra City High
	Bell	Los Angeles Unified
	Belmont	Los Angeles Unified
	Blair	Pasadena Unified
	Burbank	Burbank Unified
	Burroughs	Burbank Unified
	Crenshaw	Los Angeles Unified
	Culver City	Culver City Unified
	Dorsey	Los Angeles Unified
	Downtown Business	Los Angeles Unified
	Eagle Rock	Los Angeles Unified

LOS ANGELES (Cont'd)	Franklin	Los Angeles Unified
	Garfield	Los Angeles Unified
	Glendale	Glendale Unified
	Hoover	Glendale Unified
	Johnson	Los Angeles Unified
	Jordan	Los Angeles Unified
	L.A. Center	Los Angeles Unified
	Lincoln	Los Angeles Unified
	Los Angeles	Los Angeles Unified
	Mark Keppel	Alhambra City High
	Marshall	Los Angeles Unified
	Marshall	Pasadena Unified
	Monrovia High	Monrovia Unified
	Montebello	Montebello Unified
	Muir High	Pasadena Unified
	Pasadena	Pasadena Unified
	Ramona	Los Angeles Unified
	Roosevelt	Los Angeles Unified
	San Gabriel	Alhambra City High
	Schurr High	Montebello Unified
	Wilson	Los Angeles Unified
NORTHRIDGE	Birmingham	Los Angeles Unified
	Canoga Park	Los Angeles Unified
	Channel Islands	Oxnard Union
	Chatsworth	Los Angeles Unified
	Cleveland	Los Angeles Unified
	El Camino Real	Los Angeles Unified
	Fairfax	Los Angeles Unified
	Francis (John)	Los Angeles Unified
	Fillmore	Fillmore Unified
	Granada Hills	Los Angeles Unified
	Grant	Los Angeles Unified
	Hamilton	Los Angeles Unified
	Hollywood	Los Angeles Unified
	Hueneme	Oxnard Union
	Kennedy	Los Angeles Unified
	Monroe	Los Angeles Unified
	Moorpark	Moorpark Unified
	North Hollywood	Los Angeles Unified
	Oxnard	Oxnard Union
	Palisades	Los Angeles Unified
	Reseda	Los Angeles Unified
	Rio Mesa	Oxnard Union
	San Fernando	Los Angeles Unified
	Santa Monica	Santa Monica-Malibu
	Santa Paula	Santa Paula Union
	Sylmar	Los Angeles Unified
	Taft	Los Angeles Unified

NORTHRIDGE (Cont'd)	University	Los Angeles Unified
	Van Nuys	Los Angeles Unified
	Venice	Los Angeles Unified
	Verdugo Hills	Los Angeles Unified
	Westchester	Los Angeles Unified
POMONA	Arroyo	El Monte Union
	Azusa High	Azusa Unified
	Baldwin Park	Baldwin Park Unified
	Bassett	Bassett Unified
	Bonita	Bonita Unified
	Chaffey	Chaffey Union High
	Chino Senior	Chino Unified
	Covina	Covina-Valley Unified
	Diamond Bar	Walnut Valley Unified
	Dominga	Chaffey Union High
	Don Antonio	Chino Unified
	Duarte	Duarte Unified
	Edgewood	West Covina Unified
	El Monte	El Monte Union
	Ganesha	Pomona Unified
	Garey	Pomona Unified
	Gladstone	Azusa Unified
	J.A. Rowland	Rowland Unified
	La Puente	Hacienda-La Puente
	Los Altos	Hacienda-La Puente
	Montclair	Chaffey Union High
	Nogales	Rowland Unified
	Northview	Covina-Valley Unified
	Ontario	Chaffey Union High
	Pomona	Pomona Unified
	Rosemead	El Monte Union
	San Dimas	Bonita Unified
	San Marino	San Marino Unified
	Sierra Vista	Baldwin Park Unified
	So. Pasadena	So. Pasadena Unified
	South Hills	Covina-Valley Unified
	Walnut High	Walnut Valley Unified
	West Covina	West Covina Unified
	Wilson	Hacienda-LaPuente
	Workman	Hacienda-LaPuente
SACRAMENTO	Burbank	Sacramento Unified
	Center High	Center Unified
	Cordova	Folsom-Cordova Unified
	Delta High	River Delta Joint
	Esparto High	Esparto Unified
	Grant Union	Grant Joint Union

SACRAMENTO (Cont'd)	H. Johnson	Sacramento Unified
	Highlands	Grant Joint Union
	J. Kennedy	Sacramento Unified
	McClatchy	Sacramento Unified
	River City	Washington Unified
	Sacramento	Sacramento Unified
	T.A.P.E. Program	Yolo County Super
	Valley High	Elk Grove Unified
	Winters High	Winters Joint Unified
	Woodland Senior	Woodland Joint Unified
SAN BERNARDINO	Alternative Stu	Fontana Unified
	Banning	Banning Unified
	Barstow High	Barstow Unified
	Bloomington	Colton Joint
	Cajon High	San Bern City Unified
	Colton High	Colton Joint
	Corona	Corona-Norco Unified
	Eisenhower	Rialto Unified
	Indio High	Desert Sands Unified
	Moreno Valley	Moreno Valley Unified
	Needles	Needles Unified
	Norte Vista	Alvord Unified
	North (John)	Riverside Unified
	Palm Springs	Palm Springs Unified
	Palo Verde High	Palo Verde Unified
	Perris High	Perris Union High
	Ramona High	Riverside Unified
	Redlands	Redlands Unified
	Rubidoux High	Jurupa Unified
	San Bernardino	San Bern City Unified
	San Gorgonio	San Bern City Unified
	San Jacinto	San Jacinto Unified
	Silver Valley	Silver Valley Unified
	Victor Valley	Victory Valley Union
SAN DIEGO	Bonita Vista	Sweetwater Union High
	Borrego Springs	Borrego Springs Unified
	Brawley High	Brawley Union
	Calexico High	Calexico Unified
	Calipatria High	Calipatria Unified
	Castle Park	Sweetwater Union High
	Central	Central Union
	Chula Vista	Sweetwater Union
	Clairemont	San Diego City Unified
	Coachella Valley	Coachella Valley Unified
	Crawford	San Diego City Unified
	Del Rey	Sweetwater Union
	El Camino	Oceanside City Unified
	Gompers Second	San Diego City Unified

SAN DIEGO (Cont'd)	Henry	San Diego City Unified
	Hill Top	Sweetwater Union
	Holtville	Holtville Unified
	Hoover	San Diego City Unified
	Imperial	Imperial Unified
	Kearny	San Diego City Unified
	Lincoln	San Diego City Unified
	M. O'Farrell	San Diego City Unified
	Madison	San Diego City Unified
	Mar Vista	Sweetwater Union
	Mira Mesa Jr.	San Diego City Unified
	Mission Bay	San Diego City Unified
	Mission Beach	San Diego City Unified
	Montgomery	Sweetwater Union
	Morse	San Diego City Unified
	Mt. Miguel	Grossmont Union
	Oceanside	Oceanside City Unified
	Plato School	Oceanside City Unified
	Point Loma	San Diego City Unified
	San Diego	San Diego City Unified
	San Pasqual	San Pasqual Valley
	Serra Junior	San Diego City Unified
	Southwest	Sweetwater Union
	Sweetwater	Sweetwater Union
	University City	San Diego City Unified
	Vista High	Vista Unified
	Wiggin Spec Day	San Diego City Unified
SAN FRANCISCO	Abraham Lincoln	San Francisco Unified
	Aragon High	San Mateo Union
	Balboa	San Francisco Unified
	Bay	San Francisco Unified
	Burlingame High	San Mateo Union
	Burton	San Francisco Unified
	Capuchino High	San Mateo Union
	College Park	San Francisco Unified
	East Union	Manteca Unified
	El Camino	So. San Fran Unified
	Galileo	San Francisco Unified
	Hill Top	San Francisco Unified
	Hillsdale High	San Mateo Union
	Int'l Studies	San Francisco Unified
	J. O'Donnell	San Francisco Unified
	J. McAteer	San Francisco Unified
	Jefferson	Jefferson Union
	Lincoln High	Lincoln Unfied
	Lowell	San Francisco Unified
	McLaren Park	San Francisco Unified
	Mission	San Francisco Unified
	Newcomer	San Francisco Unified

SAN FRANCISCO (Cont'd)	Oceana High	Jefferson Union
	Raoul Wallenberg	San Francisco Unified
	San Mateo	San Mateo Union
	So. San Francisco	So. San Fran Unified
	Terra Nova	Jefferson Union
	Washington	San Francisco Unified
	Westmoor High	Jefferson Union
	Woodrow Wilson	San Francisco Unified
SAN JOSE	Alisal High	Salinas Union High
	Carlmont High	Sequoia Union
	Fremont	Fremont Union
	Gonzales	Gonzales Union
	Hill (Andrew P.)	Eastside Union
	Independence	Eastside Union
	King City	King City Joint
	Lick (James)	Eastside Union
	Lincoln	San Jose Unified
	Live Oak	Morgan Hill Unified
	Los Altos	Mountain View-Los Altos
	Menlo-Atherton	Sequoia Union
	Milpitas High	Milpitas Unified
	Monterey High	Monterey Peninsula
	Mt. Pleasant	Eastside Union
	No. Monterey	No. Monterey Co. Unified
	No. Salinas	Salinas Union High
	Oak Grove	Eastside Union
	Overfelt	Eastside Union
	Piedmont Hills	Eastside Union
	Salinas High	Salinas Union High
	San Benito	San Benito Joint
	San Jose	San Jose Unified
	Santa Clara	Santa Clara Unified
	Santa Teresa	Eastside Union
	Seaside High	Monterey Peninsula
	Sequoia High	Sequoia Union
	Silver Creek	Eastside Union
	Watsonville	Pajaro Valley
	Wilcox	Santa Clara Unified
	Willow Glen	San Jose Unified
	Woodside High	Sequoia Union
	Yerba Buena	Eastside Union
SAN LUIS OBISPO	Blackford	Campbell Union
	Cabrillo	Lompoc Unified
	Carpinteria	Carpinteria Unified
	Cuyama Valley	Santa Maria Joint
	San Marcos	Santa Barbara High
	Santa Barbara	Santa Barbara High
	Santa Maria	Santa Maria Joint

SONOMA	Armijo	Fairfield-Suisun
	Dixon High	Dixon Unified
	Fairfield	Fairfield-Suisun
	Geyserville	Geyserville Unified
	Hogan Senior	Vallejo City Unified
	Vanden	Travis Unified
STANISLAUS	Atwater High	Merced Union High
	Dos Palos	Dos Palos Joint Union
	Edison Senior	Stockton City Unified
	Franklin	Stockton City Unified
	Gateway High	Stockton City Unified
	Juvenile Hall	Modesto City
	Le Grand	Le Grand Union High
	Livingston	Merced Union High
	Los Banos	Los Banos Unified
	Merced, East	Merced Union
	Merced, North	Merced Union
	Modesto	Modesto City
	Orestimba	Newman-Crows Landing
	Patterson	Patterson Joint
	Riverbank	Oakdale Joint
	Stagg Senior	Stockton City Unified
	Tracy High	Tracy Joint Union

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802
(213) 590-5596

Attachment B
ESSIR 86-27

Code: FSA 81-13
Supplement No. 1

Date: July 28, 1981

To: Presidents

From: Robert E. Tyndall
Acting Vice Chancellor
Faculty and Staff Affairs

Subject: Use of Student Assistant Classes

This FSA is a revision of FSA 81-13 which it replaces. There have been numerous recent campus inquiries regarding the need for policy clarification concerning the use of the Student Assistant Classes (Class Codes 1870 and 0100). It is important that the limited nature and the restrictions upon the use of the Student Assistant classes be reaffirmed. It should be noted, however, that since appointments to Work Study Classes (Class Codes 1871 and 1872) are subject to Federal Work Study guidelines, the policy statements which follow do not apply to work study classes.

The Student Assistant classes (Class Codes 1870 and 0100) were designed for people who are primarily students and also work on campus part time. This is in contrast to persons who are full time employees and part time or sometime students. The Student Assistant's commitment to her/his studies is such that full time work is appropriate only when school is not in session.

1. The Student Assistant class is intended to provide a vehicle for students to work part time while they are in school, partially to enable them to gain valuable experience related to their educational goals and partially to assist them with financial support during the period when they are in school. It is not intended that the Student Assistant classes be used when a position would be better covered by one of the

(over)

Distribution: Vice Presidents, Academic Affairs
Associate Vice Presidents/Deans, Faculty Affairs
Vice Presidents, Administration
Business Managers
Personnel Officers
Affirmative Action Officers
Payroll Supervisors
Auxiliary Organizations
Chancellor's Office Staff

established classes. At present a number of staff positions are occupied by employees who are also part time students. It is expected that this practice will continue.

2. When school is not in session due to quarter/semester breaks and summer recess, Student Assistants may work up to a maximum of 40 hours per week but shall not be scheduled to work overtime. The Controller's Office will not issue payments to Student Assistants in excess of 168 hours for a 21-day pay period, nor in excess of 178 hours for a 22-day pay period without approval of this office. Also note that Student Assistants do not earn credits for holiday pay.

3. When school is in session, Student Assistants may work up to, but normally not in excess of, 20 hours per week. Under emergency or other unusual situations, it is permissible for Student Assistants to work up to 30 hours in a week. If Student Assistants work in excess of 20 hours per week on some occasions, there should be a balancing assignment in other weeks so that the overall average will not greatly exceed 20 hours per week. Campuses are to monitor instances of excessive weekly workloads for Student Assistants to insure conformity to this FSA.

Questions regarding use of appropriate student and established classes should be directed to*William Lahey or*Wally Moore -- ATSS 635-5606 or 5588 or (213) 590-5606 or 5588. Questions regarding payroll/ appointment processing should be directed to*M.L. McCarty at ATSS 635-5584 or (213) 590-5584.

* Questions should now be directed to Toby Osos at (213) 590-5683 or ATSS 635-5683.

Attachment C
ESSIR 86-27

RELEASE

In consideration of being allowed to participate in (describe activity), I _____(name)_____ hereby release and hold harmless the State of California, the Trustees, The California State University and each and every officer, agent, and employee of each of them from all claims in connection with my participation in the above described activity.

I have read this Release and understand the terms used in it. This Release is freely and voluntarily given, allowing my participation in the activity described above.

_____ _____
Participant's Signature Date

_____
Witness

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5545

Attachment B

Code: ESSIR 86-38

Date: November 18, 1986

To: Vice Presidents/Deans
of Student Affairs

Reply Requested by
March 2, 1987

From: Charles W. Lindahl
State University Dean
Educational Support Services and Institutional Relations

Subject: Additional Services to High Schools With Significant Minority Enrollments

Memorandum ESSIR 86-27, "Additional Services to High Schools With Significant Minority Enrollments," (August 20, 1986) called on CSU staff to submit two reports, the first due November 3, 1986 (subsequently delayed to December 1, 1986) and the second due March 2, 1987. The first report is to convey information on the availability of college preparatory high school courses and the names of campus staff serving high schools designated as needing additional services. On September 23, 1986, we sent ESSIR 86-32, "Availability of College Preparatory High School Courses" which specified the contents of the first report, provided a standard survey form for determining the availability of college preparatory high school courses, and delayed the response date for the report until December 1, 1986.

The purpose of this memorandum is to remind campuses of the December 1, 1986 due date and provide further information on the nature of the progress report due March 2, 1987. You may recall that ESSIR 86-27 included the following statement: "Campuses should be prepared to evaluate the effect of these additional efforts and plan to submit a progress report by March 2, 1987, including a brief summary of the activities underway at each high school designated." Whereas the first report covers the first two parts of the budget language cited in ESSIR 86-27, the second report addresses only part three - increasing CSU student participation in outreach.

Distribution: ATTENTION: DIRECTORS, RELATIONS WITH SCHOOLS
DEANS/DIRECTORS OF ADMISSIONS AND RECORDS
Presidents
Vice Presidents, Academic Affairs
Vice Presidents, Administration
Directors, Educational Opportunity Programs
Directors, Financial Aid
Coordinators, Student Affirmative Action
Chancellor's Office Staff

We recognize that the March report must be limited to a progress report since it will be difficult to identify the effects of these additional resources or attribute any change to the additional services so soon after they have been initiated. Nevertheless, it is imperative that CSU representatives be in a position during the budget review process next spring to demonstrate that the system (1) has initiated a program for monitoring the capacity of high schools to offer the full complement of college preparatory courses and (2) is offering appropriate assistance to high schools having significant minority enrollments. Therefore, this report should focus primarily on the nature and scope of the additional services provided with these resources.

This progress report on part three of the budget language, increasing student participation in outreach, should include at least the following information. All responses should be limited to the additional services to high schools that are being provided by CSU students as a result of the lottery funds allocated under the provisions of ESSIR 86-27.

1. Number of high schools in your service area underlined in Attachment A of ESSIR 86-27. Number of those high schools receiving CSU student outreach services supported by lottery funds.

2. Please identify programs or provisions, both existing and new, through which your campus has increased CSU student participation in outreach to high schools with significant minority enrollments? (reference top p.4 of ESSIR 86-27) Please indicate the number of students participating under the aegis of each program.

3. Please provide examples of how outreach provided by CSU students is related to knowledge derived from their classwork, i.e., practical application of concepts and theories learned in class.

4. Please supply for each term the number of students earning academic credit for their participation in outreach under the provisions of ESSIR 86-27 and the cumulative number of units earned by all students each term. Also, please indicate typical course titles and average units earned for each course.

5. To what extent did your campus use these lottery funds to hire student assistants to work in outreach? Please report portion of funds used for this purpose and number of students so employed.

6. Please describe the selection, orientation, training, and supervision of the students assisting with outreach. Include detail on how students are being supervised and evaluated at the high school site.

7. Please describe any steps the campus has taken to minimize the potential for increasing state liability through greater use of CSU students to provide these additional services. (see p.5 of ESSIR 86-27)

8. Please describe the kind and extent of outreach services being provided by CSU students under the provisions of ESSIR 86-27?

   - How many high school students are being assisted? Indicate the number of high school students being served at each grade level.
   - What services are being provided? (e.g., supplying information on college admission requirements, advising students on the preparation necessary to handle university study, etc.)
   - How are those services being provided? (individually, group sessions, workshops, etc.)
   - How often do CSU students visit the school site? What is the average time spent at the site on each trip?

9. Please summarize the proportion of resources <u>provided under the provisions of ESSIR 86-27</u> that were used for:

	Funds	% of Total Allocation
Student salaries	$_____	_____%
Travel to and from school sites	$_____	_____%

Materials and supplies:

- For seminars and classes associated with student services $_____ _____%
- Other materials and supplies $_____ _____%

Other expenses (please itemize)

_____ $_____ _____%

_____ $_____ _____%

_____ $_____ _____%

10. Please describe barriers or problems your campus has encountered in providing increased CSU student participation in outreach to high schools and how they were resolved.

11. We welcome any insights or speculation you feel free to venture at this point about the effectiveness of greater CSU student participation in outreach activities.

Your dedication to increasing CSU services to high schools with significant minority enrollments is deeply appreciated. We look forward to receiving your report by March 2, 1987. We will need another report later, probably around July 1, 1987, that will focus primarily on assessment of effectiveness of these additional services. Reports and questions should be directed to Dr. Stephanie McGraw at (8) 635-5547 or (213) 590-5547.

CWL/njw

Task Force on Civic Service Internships

Dr. William E. Vandament, Chair
Provost and Vice Chancellor
for Academic Affairs
Office of the Chancellor

Mr. James E. Aldredge
Acting City Manager
Fresno

Father Joe Carroll
President
St. Vincent de Paul Center
San Diego

Dr. Hal Charnofsky
Professor of Sociology
Dominguez Hills

Dr. Diane Halpern
Professor of Psychology
CSU, San Bernardino

Dr. John W. Moore
President
CSU, Stanislaus

Dr. James M. Rosser
President
CSU, Los Angeles

Mr. John W. Shainline
Vice President for Student
Services
CSU, Long Beach

Dr. Bob H. Suzuki
Vice President for
Academic Affairs
CSU, Northridge

Mr. Lloyd Collins
Student
San Diego State University

Mr. Richard Ahern
Student
Sonoma State University

Ms. Estella Romero
Vice President for Community
Affairs
Crocker Bank, Los Angeles

Ms. Lois Risling
Director, Indian Teacher and
Educational Personnel Program
Humboldt State University

Chancellor's Office
Program Coordinators

Dr. Diane Vines
Director, Special Programs

Dr. Charles Lindahl
State University Dean
Educational Support Services
and Institutional Relations

Staff

Dr. Janice Erskine
Educational Programs and
Resources
Office of the Chancellor

CIVIC SERVICE TASK FORCE

Guests

Dr. Roslyn (Roz) Elms
California Postsecondary Education Commission

Mr. Robert Choate
Acting Chair,,
Committee on University--Community Services
San Diego

Dr. Sue Keihn
Director, Center for Careers and Employment
CSU, Los Angeles

The California State University
Civic Service Internships and the "Human Corps"

Progress Report of February 1987

In September, 1986, Chancellor Ann Reynolds established the Task Force on Civic Service Internships with members of the faculty, administrators, students, and the community. The charge to the Task Force is to study and recommend ways in which The California State University can respond to the need to provide experiences in community service for our students. This Task Force was created following meetings between Chancellor Reynolds and civic leaders over the past two years and in keeping with the effort to establish a "Human Corps" on California college campuses.

Provost William Vandament chairs the Task Force. Other members include: Presidents James Rosser of California State University, Los Angeles and John Moore of California State University, Stanislaus; Vice President Bob Suzuki of California State University, Northridge; Vice President John Shainline of California State University, Long Beach; two students appointed by the California State Student Association; two faculty members appointed by the Academic Senate; and several community leaders (see attached roster of members).

Before beginning formal work, the Task Force met on October 17, 1986 with Assemblyman John Vasconcellos concerning the "Human Corps" concept. At this meeting, the Task Force emphasized its goal of identifying a variety of approaches to community service that appeal to students and faculty so that students are encouraged to participate in "Human Corps" activities. The CSU representatives stated their desire to develop a program which encourages, rather than mandates, service in a "Human Corps". In general discussion, the group described a program which would involve a combination of activities, some volunteer, some for academic credit or for pay. The discussion involved ways to involve such community agencies as the United Way and its agencies. The CSU stated the goal of making community service a pervasive, ubiquitous activity, embedded in the campus life of students. We set a goal of five years to achieve this effort to weave community service into the fabric of the academic experience of students, using a variety of means and incentives to accomplish this goal.

The Task Force met on September 18, 1986, on October 22, 1986, November 24, 1986, and on December 17, 1986 and plans to meet in March to revise a draft Task Force report and final report of the campus survey.

Planned Task Force activities are as follows.

1. Survey CSU campuses to determine the nature and extent of student participation in community service activities, including internships, clinical placements, work-study and volunteer programs.
2. Collect information about non-CSU public service programs.

3. Prepare position papers on issues identified by the Task Force, as related to Community Service by students.
4. Recommend use of $500,000 in lottery monies for expenditure this year on community service internships/activities by students.
5. Identify model programs that can be recommended to campuses.
6. Prepare report on information collected and position papers, and make recommendations on establishing new programs/enhancing existing programs.

The first activity involved a survey of CSU campuses combined with the search for model programs. The Task Force has surveyed the many existing internship programs on CSU campuses, searching for models and programs that may be useful in other locations or can be expanded (see attached information for a copy of the survey tool and for a preliminary report of findings). Concomitantly, the Task Force has become actively involved with several national organizations and has presented a preliminary proposal to the Fund for Post Secondary Education to encourage literacy community service.

The third activity involved the preparation of position papers by Task Force members on issues identified by the Task Force. Initial issues identified by the Task Force included the following.

1. Definition of activities that meet the objectives of Civic Service initiatives in the CSU.
2. Values in baccalaureate education.
3. Service as a component of a student's broader educational experience. Subsidiary Issue: Should service be required of all students?
4. Should academic credit be granted for service; under what circumstances?
5. Relative roles of campus and system administration in developing and promoting civic service programs.
6. Role of faculty in developing, supervising, granting academic credit and otherwise participating in civic service programs (curricular control).
7. Fiscal issues, including cost of administering programs, scholarships or other incentives for participation, and sources of funds.

In addition to the points made in the meeting with Assemblyman Vasconcellos, the Task Force has generally supported the following type of program in response to the "Human Corps" budget language and pre-existing initiatives in the CSU.

1. Training Needs of Student Participants. The training needs of student participants will vary according to the student involvement model, the community service activity involved and the agency selected. In general, the training would be negotiated with the community agency on an individual basis with faculty involvement. In some student involvement models, specific training would be unnecessary.

2. Criteria for Student Participation. Again, the criteria for student participation will vary with the specific individual needs of the student activity model and community agency. In general, the Task Force recommends a student serve a minimum of one term with two to three hours of service per week.

3. Types of Organizations and Individuals Students Will Serve. The Task Force discussions have revolved around the provision of community service by students in social service, health care, human service, government, and education settings. Such agencies as those belonging to United Way and League of Cities and Counties were included, as well as local schools, social service agencies and other volunteer agencies. The type of individuals to be served would include those persons currently being served by community agencies and schools. Such persons as the aged, disabled, children, underserved and minority populations and functionally illiterate out-of-school youth and adults would be included in the "Human Corps" programs. In general, individuals would be served through existing community, education and government agencies.

4. Mechanisms for Establishing Relations with Organizations Which Provide Community Services. Each campus has been asked to establish a focal point-- some individual, office or unit to coordinate community service activities. Designation of such a unit will institutionalize community service on the campus, and help to increase the visibility and perceived importance of such service. The Task Force will almost certainly include in its final report the recommendation that each campus establish a student/faculty advisory group to work with the designated center. Faculty representatives should be chosen in such a way that the entire instructional program is represented. The central clearinghouse/individual on each campus would also serve as a focal point for community agencies. The agency or government unit would identify an unmet need for student service and work with the campus contact to negotiate an agreement between the agency/unit and the campus.

5. Funding Requirements. The broad-based "Human Corps" program envisioned by the Task Force would be funded by existing resources to a significant but unknown amount. However, it would be necessary to fund the establishment or expansion of the coordinating office on each campus. Funding for such administrative costs is not generated through existing budget formulae and would therefore require private or public funding sources. Expansion of stipend-related activities would generate additional funding needs.

Using existing funds and campus programs, approximately 5% of the CSU population was already involved in some form of community service. In fact, in the absence of a mandate or major pre-existing effort and given the character of our student body - older, part-time, working and poor - the fact that approximately 15,000 students are participating in some way

is remarkable. These programs have existed as initiatives of individual faculty or student groups. We hope now to provide coordination and encouragement at the system level for existing and new activities. In addition, the million dollars in lottery funds (for service in schools and communities) will result in the involvement of additional students serving in the "Human Corps".

The Task Force envisions utilizing a variety of incentives, some requiring additional funding and others using existing funding sources. These include course credit, stipends for students paid by campuses or agencies, grade improvement, prerequisite requirements for majors, cooperative education, work-study programs, special recognition such as ceremonies, plaques and notation on transcripts, and scholarships.

As the Task Force convened, additional issues became apparent and the final report of the Task Force will be organized as follows.

I. Background Information

- A. Student Community Service
- B. The California State University in Relation to Student Community Service.
- C. Existing community service programs in the CSU (results of campus survey and search for models)

II. Role of the Academic Community in Promoting Civic Service

III. Organization and Administration of Community Service Programs

IV. Campus/Community Relationships

V. Fiscal Issues

- A. Cost of Administering Programs
- B. Cost of Incentives
- C. Potential Sources of Funds

VI. Summary of Recommendations for Community Service Programs

- A. Administration
- B. Faculty Role
- C. Models of Student Involvement including Student Selection, Training and Evaluation
- D. Incentives for Student and Faculty Involvement
- E. Funding Requirements

One activity of the Task Force is to foster student internship programs in the human services using lottery funds this year. Such internships, with appropriate supervision and planning, can enhance the educational experiences of CSU students and offer valuable experiences for students as they consider future career options. These internships would be taken for credit as part of the student's academic program or as part-time employment to assist students in paying for their education. Student volunteer programs will also be encouraged.

On behalf of the Trustees, the Task Force distributed $500,000 in lottery funds to support community service activities. Campuses were allocated $20,000 each plus an FTES pro rata allocation. According to the authorization memorandum (attached), funds are being used 1) to develop model programs in which a currently unmet social need is addressed through the use of students working in the local community or 2) to enhance an existing program involving community service by students. Campuses designated an individual on the campus to serve as the campus contact for information on the program.

The Task Force envisions a future in which community service will be an integral part of the educational experience of all students; therefore, the participation of students in the lottery funded community service programs should not be limited to majors in the human service disciplines.

In late spring the campuses will make a preliminary report, and in August a final report, on the use of lottery funds; additional model programs will be identified.

In its effort to fully investigate and recommend ways to enhance and expand community service programs in the CSU and increase the number of students in such programs, in March the Task Force members and Chancellor's Office staff will review a draft Task Force report including recommendations. The final report will be presented to the Executive Council (of Presidents), to the Academic Senate and to the Trustees. It will then be forwarded to CPEC and to the legislature with recommendations for legislative/budget action.

The California State University takes seriously its responsibility to educate students for civic commitment -- to have a sense of responsibility to society. It is further committed to the concept of service learning -- that the benefit to the student as an educational experience has been demonstrated in programs across the country. Experiential learning in community service is the ultimate goal of the Task Force efforts.

Questions concerning the program can be directed to Dr. Diane Vines at 213/590-5768 or ATSS 8/635-5768.

Initial Report of Findings, CSU Community Services Questionnaire

Draft #5

2/25/87

Questionnaire

In Fall 1986, the campuses were asked to complete a questionnaire (Attachment A) to help the Task Force learn something of the variety and scope of community service activities and programs now being coordinated by each campus.

The questionnaire used a broad definition of community service, and sought information on a number of variables related to community service programs organized by the campus, for example: the type of service performed (social service, governmental service, service in a private non-profit agency); the form of service (internship, work-study, etc.); the number of student participants; and the type of student gain (credit, stipend, etc.).

Information on community service programs was also available through a questionnaire which four CSU campuses completed in Spring 1986 for the Project for Public and Community Service. These campuses, Chico, San Francisco, Bakersfield and Sacramento were not required to complete the Fall 1986 Chancellor's Office questionnaire, although one (CSU, Chico) did so. The Project's questionnaire was used as the single source of information for the other three campuses.

The questionnaire defined community service as follows: "By 'community service' we intend to encompass social service activities, government service, and community service/action with non-profit agencies--i.e., all manner of public spirited activities." The use of a broad, open definition was in line with the Task Force's wishes. The virtue of using such a definition is that it allows a considerable range of activities to be reported and at least considered in the light of their contribution and relevance to community service. The difficulty is that not all reporting units interpret the definition identically.

For example, some campuses included at least some student teaching in their report, while others did not; some included business internships, while others excluded them, probably because they judged activities in the private (for-profit) sector to fall outside of the definition; one campus apparently included all music performance activities, while others reported only those conducted in settings such as public schools or homes for the aged.

Nevertheless, the data suggest a few general characteristics of community services programs. In particular, it is quite clear that a substantial proportion of community service activities are generated within certain disciplines, or constellations of disciplines, and this would appear to be true on every campus. The areas are:

1. Human Services, including such programs/disciplines as Social Work, MFCC, Counseling, Psychology, Pupil-Personnel Services, Social Welfare, Criminal Justice, Criminology, Social Science, Sociology, and Gerontology. Clinical internships are characteristic of and generally required in professional programs in this group, and in more academically oriented programs, field work having a community services dimension is commonly available and heavily subscribed to.

2. Health Services/Sciences, including Health Administration, Health Sciences, Medical Technology, Nursing, Dietetics, Rehabilitation Counseling, Communicative Disorders, Occupational Therapy, and Physical Therapy. Programs in these areas generally require a clinical internship.

Other areas in which considerable community service activity was reported (both systemwide and by campus) were Political Science/Public Administration, the Arts, Media/Journalism, Physical Education/Recreation, and Home Economics. Urban Planning programs should also be mentioned. These programs unfailingly include a community services component; however because they exist on only a few campuses, they are not a large factor in community service systemwide.

Aggregate Data

Community services data reported by the campuses have been aggregated, and a set of percentage distributions have been run on the aggregate (i.e., systemwide) data. In each case, the distribution is of student participants by various categories - e.g., percent distribution of student participants by form of activity (internship, non-internship, indeterminate); percent distribution of student participants by sponsoring unit (academic, non-academic, mixed/indeterminate).

In viewing the distributions, some important caveats are in order. The distributions provide only a very rough measure of activity across various categories (i.e., in respect to the variables being examined). The reasons for this are twofold: first, there are some inconsistencies in reporting from campus to campus (see p. 3). Second, there may be (although it is not possible to determine to a certainty) a problem of double counting on some campuses, or in some circumstances. For example, if an activity is conducted under the joint auspices of an academic department and a non-academic unit (such as the Associated Students) it is possible that each of the units in question would have reported the activity (perhaps collectively with other unit activities) on a separate questionnaire form. More commonly, some campuses reported separately several specific activities (involving many of the same people) that other campuses reported under an umbrella designation. The latter campus might count fewer participants, if it counted just once anybody participating in one or more activities. The costs of refining the data at the central office to identify and eliminate double counting

and other discrepancies would be prohibitive. Thus, data analysis must proceed without such refinements. However, since distributions are run only on the systemwide data, and since the degree of aggregation, makes the impact of the "noise" in the data relatively minor, it is reasonable to believe that the statistics provided may in fact lead to a better understanding of community service activities in The California State University as they are presently carried out.

Number of Participants (Systemwide)	15,164
Note 1	

Percent of Participants, by Form of Activity

a. Internship	62%
b. Non-Internship	37%
c. Indeterminate	1%

Percent of Participants, by Sponsoring Unit

a. Academic Unit (eg. dept., school)	69%
b. Non-Academic Unit	27%
c. Mixed/Indeterminate	4%

Percent of Participants, by Type of Service

a.	Health	12%
b.	Education	13%
c.	Social Welfare	23%
d.	Other Governmental	4%
e.	Cultural Enrichment	15%
f.	Other/Indeterminate	33%

Note 2

Percent of Participants, by Age of Clients Served

a.	Elderly	less than 1%
b.	Adults	3%
c.	Children and/or Adolescents	13%
d.	Mixed or Indeterminate	84%

Note 3

Percent of Participants, by Minority Emphasis

a. Activity Specifically Directed to Minorities	5%
b. Activity not Specifically Directed to Minorities	94%

Note 4

Percent of Participants, by Type of Gain
(categories not mutually exclusive)

a. Experience	99%
b. Credit	78%
c. Stipend	22%
d. Requirement	32%
e. Other	30%

Note 5

Percent of Participants in Programs
With Non-General Fund Budget
(categories not mutually exclusive)

a.	Other State	1%
b.	Private	13%
c.	Federal	9%
d.	Agencies Served	12%
e.	Associated Students	15%
f.	Other	7%

Note 6

NOTES

1. In addition to the potential inconsistencies noted in the text, imprecisions in this number are due to the absence of this information from 34 of the 437 reports of programs (8%). Those programs are necessarily excluded from the data below.

2. This categorization was inferred from the questionnaire data. The incidence of "other/indeterminate" is inflated by the frequent reporting of groups of activities under an "umbrella" program.

3. As above, the rate of "mixed or indeterminate" is inflated by the presence of umbrella programs. Also, it was not possible to distinguish, say, a program that brought music performances to both schools and retirement centers from a program that brought music performances to the general public in outlying areas.

4. This information was also inferred from the questionnaire responses. The rate in (a) excludes activities for which the explicit description does not include reference to ethnic minorities but in which the clients are predominantly ethnic minority (e.g., tutorial programs in schools that happen to have large proportions of ethnic minority students).

5. The percentages labelled "stipend" and, to a lesser extent, "credit" and "requirement" may be inflated because these items on the questionnaire were checked if some but not all participants received stipends, academic credit, and/or credit towards meeting degree requirements.

6. The "agencies served" item appears to have been particularly subject to variation in interpretation.

Some Exemplary Programs

It is difficult to choose from among the huge range and variety of community service programs a set which is in a true sense "representative" of the entirety of community service in The California State University. It is possible however to include in this report a few paragraphs regarding each of several programs which appear, on the basis of campus descriptions, to have particular strength. These include some programs which the campuses themselves identified as noteworthy, and some additional programs selected because of the availability of an articulate description along with evidence of active student interest.

Both the Chico and San Francisco campuses carefully completed the questionnaire for the Project for Public and Community Service in Spring 1986 - a questionnaire which requested more detailed and "anecdotal" program descriptions than were requested by the Fall 1986 Chancellor's Office questionnaire. It is for this reason that a disproportionate number of examples have been selected from these two campuses. Indeed, virtually the entirety of Chico's

response to the Spring 1986 questionnaire is reproduced (in only slightly attenuated form) below. This reproduction was made practicable by the form of the Chico response (which reflected the existence of several well-defined coordinating centers or "umbrellas" for community service on that campus) and is useful in that it provides a relatively complete picture of community service on at least one campus.

Examples (by campus):

San Francisco State University

The Center for Reading Improvement:

The Center for Reading Improvement is a tutorial program providing free one-to-one remedial reading assistance to children and adults in the San Francisco community. It was established at SFSU in 1971 with a grant from the Rosenberg Foundation and was adopted by the English department three years later. First housed in Modulux 47 and then in the psychology building, CRI now resides within the Teaching Resources Center of the library and is jointly supported by both the English department and the library.

English 654, the pivotal course of the CRI, provides about 130 students a year with quality pre-teaching experiences. The students are trained and supervised in a highly structured, supportive environment, and encouraged to develop their own teaching styles within the format of four weeks of training followed by twelve weeks of tutoring and small group supervision. English 654 students move from feeling nervous, anxious, and insecure at the beginning of the semester to feeling secure in their tutoring abilities and accomplishments by the end of the semester.

Students taking English 654 decide what age, reading level, and tutoring site they prefer. The instructor places the students accordingly. Locations include school reading resource rooms, school classrooms, after-school tutorial programs, rehabilitation facilities, adult schools, and individual homes.

<u>The Public Service Internship Program:</u>

The Public Service Internship Program offered through the auspices of the Department of Political Science has been an integral part of the curriculum for well over twenty years. Student-Interns, drawn from the graduate and undergraduate program in political science, as

well as Masters students in Public Administration, are placed in Federal, state, local, third-sector and private agencies/organizations for supervised experiential learning. Concurrently, the student-intern must participate in an articulation seminar which is conducted by the faculty coordinator.

B.S.S./S.S.680 Field Course in Social Science (Criminal Justice Program):

Approximately ten years ago, the struggle to establish this program centered around whether student activities which took place outside the traditional confines of classroom and library were deserving of academic credit. The issue was resolved in the affirmative and the academic value of such activity is now unquestioned. For the past half dozen years, students have enjoyed the opportunity to engage in field study in the widest range of field settings, and under a diverse pattern of field supervision. By far, most of the students are oriented toward study of the criminal justice system. However, students have taken the course and have selected field

placements in centers for the elderly, in places of refuge for battered children and/or women, and a variety of welfare agencies. Students have participated in the production of video tapes as well as the more traditional form of academic research papers. Presently, students are in the field at the Youth Guidance Center, the Office of the District Attorney, and the Ombudsman for the Sheriff's Department. The overwhelming number of students come to the realization that there is no substitute for direct field study.

California State University, Chico

Cooperative Education Program:

Chico is one of a number of CSU campuses having a Cooperative Education Program. The purpose of the Cooperative Education Program at Chico and elsewhere is to provide undergraduate and graduate students the opportunity to alternate periods of attendance at the University with one or more periods of employment with

business, industry, or government. Chico indicates, with respect to its program, that the periods of employment coincide either with the fall or spring semesters and usually include the summer. The co-op positions provide students with on-the-job experience in their career field, thereby lending insight into the relevance of their coursework and assistance in developing professional competence. While the majority of the co-ops are in California (e.g., San Francisco Bay Area) approximately 20% of the placements are out of state in such locations as Colorado, Arizona, and Washington, D.C. In a few instances, students have been placed overseas (i.e., France, Netherlands). The campus reported that 1,824 students participated in the Cooperative Education Program in 1985.

Community Action Volunteers in Education (CAVE):

This is an Associated Students/United Way funded organization which strives to help students strengthen their educational experience through direct, personal involvement that benefits the Chico community. CAVE offers 17 programs designed to meet the needs of the community through education, communication, and friendship. The

separate programs are primarily designed to aid the young, elderly, handicapped, and low-income residents of the Chico area. Among the organization's programs are: CAVES Kids' Program, serving children of the Chico community; Project Respond, which helps with Chico's transportation needs; Senior Outreach Project, Adopted Grandparents, and Friendship Circle, all serving seniors in the community; and projects at Napa and Sonoma State Hospitals and the Yountville Veterans Home. Everyone willing to share his or her time is eagerly encouraged to serve as a CAVE volunteer. Forty to sixty students comprise CAVE's core staff each year. An estimated 100 student and community volunteers are active in each of the organization's programs.

Associated Students Children's Center:

To meet the needs of the increasing numbers of "non-traditional" students in higher education, the Associated Students at CSU, Chico established the AS Children's Center in 1974. The Center provides

low or no-cost licensed day care service for students' dependents aged 2 to 5 years on a space available basis. The Center offers volunteer students the chance for hands-on experience in its day-to-day operations. In addition, the Center has an academic affiliation with the Child Development Program of the Home Economics Department and thus provide various academic credit opportunities.

Butte Environmental Council:

The Butte Environmental Council is a non-profit community based corporation funded in part by the Associated Students at CSU, Chico. The campus reported 10 student volunteers involved in the Council Spring 1986. Incorporated in 1975, BEC has evolved into a membership supported organization committed to providing recycling, environmental education and information, and referral services throughout Butte County. Additional financial support is derived by a cash grant from the city of Chico, dues and donations, subsidized labor programs, and from the sale of recycled items. BEC sponsors many

community projects such as Arbor Day, the Endangered Species Faire, a Family Nature Jamboree, and an Environmental Banquet.

Rape Crisis Intervention:

Rape Crisis Intervention, a non-profit agency funded in part by the Associated Students at CSU, Chico, provides 24-hour services for victims of violent crime and sexual assault. Since 1978, the agency has offered educational programs, support groups for rape victims and their families, the 24-hour crisis line staffed by more than 40 trained volunteers, and services such as emergency housing and counseling for victims of domestic violence. Rape Crisis aids victims medically, emotionally, and legally, and will accompany victims to hospitals, law enforcement, and court. The staff also conducts community service programs on rape and rape prevention.

Community Legal Information Center:

The Community Legal Information Center is a collective of programs which provide free legal information and referrals to students and members of the Chico community. Funded through the Associated Students at CSU, Chico, the program is staffed by student interns and paralegal candidates. The campus reported 125 student participants in 1985. Currently, CLIC offers assistance from the following areas: Housing Affairs, Environmental Advocates, Family Law, Chico Consumer Protection Agency, Student Grievance Service, Traffic, Disabled and the Law, Worker's Rights, Women's Law, Welfare Rights Organization, Penal Law, Draft Counseling, Own Recognizance Bail, Minority Student Law Coalition. In addition to providing community services and practical work experience, CLIC offers informative seminars featuring guest speakers, films, and discussion. Enrollment in these seminars is open to the public.

Note: Although the above descriptions do provide a sense of the scope of activities on one campus, CSU Chico, there is additional activity on that campus not covered by these descriptions. In particular, there is a considerable amount of departmental field work, including internships, clinical practicums, etc. that falls outside of the categories listed, and that would need to be documented in order to gain a complete picture of community service on that campus.

San Jose State

Si Se Puede:

San Jose, in responding to the Chancellor's Office questionnaire in Fall 1986 called particular attention to "Si, Se Puede", a cooperative program between San Jose State University, Santa Clara County Office of Education, and the City of San Jose. The University provides interns from a broad range of departments to work with K-12 students in inner-city schools. In Spring 1986 (as reported on the Fall 1986 questionnaire response) there were 39 San Jose State students active in this program. Some additional information regarding the program--its philosophy, and evidence of its success--is included in the attached flyer, which has been provided by the campus.

Engineering
SAN JOSE STATE UNIVERSITY
February 1985

Si Se Puede proves effective in community

Putting the community to work to solve its own problems is the basis of Si Se Puede (It Can Be Done), a San Jose action group that utilizes a number of public agencies, including campus faculty and students.

In the five years that Si Se Puede and SJSU have worked together, 500 college students have interned in community projects in the San Jose Unified School District area. Pat Cavataio, Recreation and Leisure Studies lecturer and campus Si Se Puede coordinator, calls the program a "golden chance" for students to work with and understand problems of truancy, theft, drugs and gang warfare in the public schools.

Last semester three faculty members, Judith Lessow-Hurley, a lecturer in the Bilingual Program; Professor Azmy Ibrahim, Sociology; and Barbara Joans, a lecturer in Anthropology, worked with 17 SJSU students at three different schools. The students came from several majors, including recreation, psychology, behavioral science, nursing, liberal studies, sociology, computer engineering and social science.

Students and their faculty advisers form a team with a Si Se Puede community worker on projects designed to break through the defeatist spiral that afflicts inner-city families.

Si Se Puede is based on the belief that "youth violence, crime and alienation from school and conventional society can be alleviated if young people form positive relationships with adults who can help deal with their problems . . . ." (1983-84 annual report).

Activities for SJSU students range from chaperoning to resolving confrontations, from obtaining needed medical attention for youngsters to organizing fun trips; from "being there" for counseling to organizing Block Parent programs.

The combined approach seems to work. From 1983 to 1984, crime rates dropped – armed robbery, down 20 percent; strong-arm robbery, down 28 percent; residential burglary, down 19 percent; and commercial burglary, down 16 percent.

Cavataio noted many SJSU students repeat the course because of the sense of accomplishment they gain.

Among those on the project management team, in addition to Cavataio, are Dean Andrew Hughey, School of Applied Arts and Sciences, and Si Se Puede manager David Aikman, an SJSU graduate.

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
P.O. Box 1590
Long Beach, California 90801-1590
(213) 590-5708

Code: EP&R 86-50

Date: October 10, 1986

To: Presidents

Reply Requested by November 14, 1986

From: William E. Vandament
Provost and Vice Chancellor
Academic Affairs

Subject: Community Services Programs in CSU: Request for information

The Task Force on Civic Service Internships has recently been established by the Chancellor (list of members attached). The charge to the Task Force is to study and recommend ways in which The California State University might respond to the need to provide experiences in human and community service for our students.

The Task Force has requested that we survey CSU campuses to determine the nature and extent of student participation in community services internships, clinical placements, workstudy and volunteer programs coordinated by the campuses of The California State University.

I would appreciate your assistance in insuring that the attached questionnaire is distributed widely on your campus so that all existing programs may be identified. A questionnaire should be completed for each community service program on campus. We would appreciate it if completed questionnaires could be collected by the Office of the Vice President for Academic Affairs or another designated individual on the campus and forwarded to the Chancellor's office as a single package.

(Continued)

Distribution:

Vice Presidents, Academic Affairs, w/a
Vice Presidents/ Deans of Student Affairs, w/a
Associate Vice Presidents, Deans of Graduate Studies, w/a
Associate Vice Presidents, Deans of Undergraduate Studies, w/a
CSSA Liaison, w/a
Chancellor's Office Staff
Civic Service Task Force

In addition to the assembled set of questionnaires, we would be grateful for any comments or thoughts that you may have concerning (a) outstanding or exemplary community service programs existing on your campus and (b) ideas concerning new programs and initiatives for community service on your campus and in the CSU generally.

Campuses that completed the questionnaire for the Project for Public and Community Service last spring may disregard this memo, although we would appreciate a response if the data are readily available. These campuses are Bakersfield, Chico, Sacramento and San Francisco.

Responses to this memorandum should be addressed to the attention of Dr. Janice Erskine, Educational Programs and Resources, and should be received by November 14, 1986.

If there are any questions, please direct them to Dr. Erskine (ATSS 635-5531) or to Ms. Margery Lazar (ATSS 635-5531). Thank you for your assistance.

Attachments

Task Force on Civic Service Internships

Dr. William E. Vandament, Chair
Provost and Vice Chancellor
for Academic Affairs
Office of the Chancellor

Mr. James E. Aldredge
Acting City Manager
Fresno

Father Joe Carroll
President
St. Vincent de Paul Center
San Diego

Dr. Hal Charnofsky
Professor of Sociology
Dominguez Hills

Dr. Diane Halpern
Professor of Psychology
CSU, San Bernardino

Dr. John W. Moore
President
CSU, Stanislaus

Dr. James M. Rosser
President
CSU, Los Angeles

Mr. John W. Shainline
Vice President for Student
Services
CSU, Long Beach

Dr. Bob H. Suzuki
Vice President for
Academic Affairs
CSU, Northridge

Mr. Lloyd Collins
Student
San Diego State University

Mr. Richard Ahern
Student
Sonoma State University

Chancellor's Office
Program Coordinators

Dr. Diane Vines
Director, Special Programs

Dr. Charles Lindahl
State University Dean
Educational Support Services
and Institutional
Relations, CSU

Staff

Dr. Janice Erskine
Educational Programs and
Resources
Office of the Chancellor

COMMUNITY SERVICES INTERNSHIP AND VOLUNTEER PROGRAM QUESTIONNAIRE

The purpose of this questionnaire is to gather information on opportunities for CSU students to engage in community service activities through internship programs, volunteer programs, clinical placements, work study off campus placements, etc., organized or coordinated by the campus.

By "community service" we intend to encompass social service activities, government service, and community service/action with non-profit agencies - i.e., all manner of public-spirited activities.

Please complete a separate questionnaire for each program organized or coordinated by the campus in which students perform community service.

****

QUESTIONNAIRE

1. Title of Program (use course title(s) if appropriate, or other descriptor): _____

2. An "internship" (for purposes of this questionnaire) is a supervised practical experience for students of at least one academic term's duration, usually but not necessarily associated with a course: is the program you are describing an "internship" under this definition?

   ____ Yes ____ No

3. If the program is not an internship, how would you describe it (volunteer activity, club activity, etc.)? _____
   _____

4. Campus Administrative Unit/Department/Organization responsible for coordinating program
   _____

5. Program Director _____

6. Is project coordination part of a faculty or staff member's designated work load? ____Yes ____No

   If yes, the number of WTU's _____ or Percentage of time _____

7. In what community agencies do students perform services under the program?

   _____
   _____
   _____
   _____

8. Please briefly describe the nature of the community services involved (e.g,. services to the elderly, services to the handicapped, working in an agency that administers environmental programs) _____
   _____
   _____
   _____

9. Program participants, Spring Term, 1986:
   How many openings were available? _____
   How many applied for the program? _____
   How many actually participated? _____

10. What did students gain from the program? (check as many as apply)
    ___ Experience
    ___ Academic Credit
    ___ Stipend
    ___ Degree/Certificate Requirement
    ___ Other (Specify) _____

11. On what basis were students selected for the program? (check as many as apply)
    ___ Prerequisite course work completed
    ___ Possessed special skills/abilities
    ___ Project was related to the academic major
    ___ Personal interest
    ___ Project was required for degree or certificate
    ___ Financial need
    ___ Eligibility for college work study program
    ___ Other (specify) _____

12. Please identify the number of students in each class level participating in the program (Spring term, 1986):

Freshman	_____
Sophomore	_____
Junior	_____
Senior	_____
Graduate	_____
Unclassified	_____

13. If possible, please identify participants by sex and ethnicity:

	Female	Male
American Indian	_____	_____
Asian/Pacific	_____	_____
Black	_____	_____
Hispanic	_____	_____
White	_____	_____
Other	_____	_____
Unknown	_____	_____

14. Was there an annual budget for the program?
___yes ___no

If yes, approximately how much was budgeted? $_____

What was the source of those funds? (check as many as apply)

___ General Fund (CSU)
___ State Grant (non-CSU)
___ Federal Grant
___ Private
___ Agencies served
___ Other (specify) _____

15. If academic credit was awarded for program participation, please check as many of the following statements as apply:

____ Prerequisite course work had to be completed before admission to the program
____ Seminar/lectures required of participants
____ Papers, reports & projects required of participants
____ Formal examinations required
____ Letter grades were assigned
____ Course may be taken for credit/no-credit
____ Course is offered only for credit/no-credit

16. If academic credit was awarded, on what basis were units of credit determined?

_____

17. If program participation was in partial fulfillment of an academic requirement, please specify: _____
_____

18. If students received payment for program participation, please answer the following:

What was the basis for determining the amount paid the student? _____

What was the average student stipend or wage? _____

Questionnaire was Completed by:

Name: _____
Title: _____
Department: _____
Phone: _____

Thank you for completing this questionnaire. All responses should be returned to: The Office of the Vice President for Academic Affairs on your campus, or the campus designee who will transmit them to the Chancellor's Office.

Send to: Dr. Janice Erskine
Educational Programs and Resources
400 Golden Shore
Long Beach, California 90802

TO: Dr. Janice M. Erskine
Associate for Academic Planning
Educational Programs and Resources

FROM: (Campus Designee) _____

(Name) _____

(Title) _____

(Phone) _____

(Campus) _____

Enclosed are questionnaire responses to EP&R 86-50 from the following departments, offices, or programs:

THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
P.O. Box 1590
Long Beach, California 90801-1590

(213) 590- 5708

Code: EP&R 86-55
BP 86-83

Date: October 31, 1986

Reply Requested By
December 1, 1986

To: Presidents

From: William E. Vandament
Provost and Vice Chancellor
Academic Affairs

D. Dale Hanner
Vice Chancellor
Business Affairs

Subject: 1986/87 Lottery Funding for Community Service Activities (Student Internships and Community Service Programs)

The Board of Trustees has approved a $1 million lottery expenditure for internships and other student activities that offer opportunities for students to relate their academic learning to the solution of social problems, or to augment the human resources of social service agencies serving our citizens. ESSIR 86-27 explained that $500,000 of these funds will be used to enable CSU students to participate in outreach activities at high schools having 60% or more minority enrollment. The use of the remaining $500,000 is the subject of this memorandum.

The Task Force on Civic Service Internships (membership list provided as Attachment A) has recommended that campuses be allocated $20,000 each plus an FTES pro rata allocation. Amounts by campus are shown on Attachment B. Funds may be used to do the following:

- To develop a model program in which a currently unmet social need is addressed through the use of students working in the local community.

- To enhance an existing program involving community service by students.

(more)

Distribution: Vice Presidents for Academic Affairs
Vice Presidents for Administration
Vice Presidents/Deans of Student Services
Deans of Undergraduate Studies
Deans of Graduate Studies
Chairs, Campus Academic Senates
Business Managers
Budget Officers
Chancellor's Office Staff

The Task Force envisions a future in which community service will be an integral part of the educational experience of all students. It is hoped that campuses will expend lottery funds this year with such an expectation in mind. Thus, participation of students in Community Service Programs should not be limited to majors in the human services disciplines.

Since these are lottery funds, they must be used in ways related to instruction. Therefore, community service by students should be related to knowledge gained through their educational programs. Funds may be used for such things as (1) faculty release time for supervision of students or development of placements, (2) paid internships, (3) match for work-study funds (4) costs of supplies or other instructional materials needed for the service activity, (5) travel costs of faculty and students involved in community service.

The program will be subject to all expenditure and reporting guidelines established for lottery-supported programs in BP 86-60. Reporting guidelines will be satisfied by maintaining records on all expenditures supported by this fund; the amount paid; and the services rendered (1-2 sentences). Preliminary reports will be required late in the spring term, 1987. As previously indicated, final reports on all lottery expenditures will be due by August 15, 1987.

Please call Dr. Diane Vines (ATSS 635-5768) by December 1, 1986 to designate an individual on your campus who may be contacted for information on this program.

Expenditure authorizations will be issued shortly by the Office of Budget Planning and Administration. The funds will be designated under Subledger Global Account number 6-82020 as student assistant. As campuses finalize their programs, they may implement locally approved fund transfers to other allotments in accordance with the fiscal delegation set forth on Page 8, BP 86-60.

Questions regarding the program should be addressed to Dr. Diane Vines (ATSS 635-5768). Questions regarding expenditure authorizations should be directed to Howard Hicks or Kathleen Bedard (ATSS 635-5725).

Attachments

STUDENTS FOR LITERACY WORKSHOPS

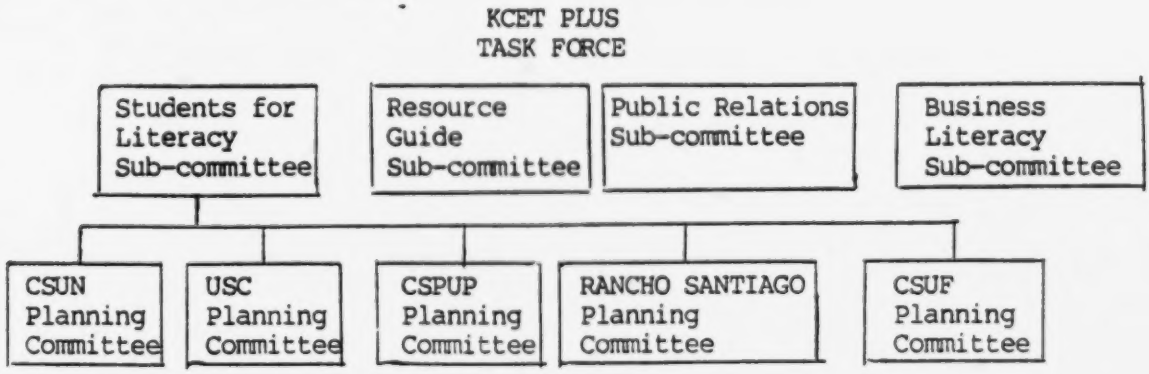
FACT SHEET

As a part of the KCET PLUS (ABC/PBS Project Literacy U.S.) Task Force, five one-day workshops will be conducted on Los Angeles area college campuses to promote student service in literacy. The California State University has agreed to host workshops on three CSU campuses . In addition, the CSU Director of Special Programs chairs the Sub-committee planning similar conferences on two other college campuses. These workshops will focus on the design and implementation of community service literacy projects on college and university campuses - especially to enlist students as volunteer tutors. Participants will include campus administrators, faculty, and students from all college and university campuses in the area surrounding the campus, as well as area literacy providers and programs. The agenda will include speakers from the academic and literacy fields and will focus on strategies and models for involving students in literacy activities.

The schedule of these workshops for 1987 includes:

California State University, Northridge - April 27, 1987
University of Southern California - Fall 1987
California State Polytechnic University, Pomona - May 1, 1987
Rancho Santiago Community College - October 1987
California State University, Fullerton - November 16, 1987

The Task Force would work closely with a planning committee formed by each of the host campuses in planning the program and invited speakers. The focus is on service learning for matriculated students in service to functionally illiterate out-of-school youth and adults.



Appendix C

Response of the California Student Aid Commission

STATE OF CALIFORNIA

CALIFORNIA STUDENT AID COMMISSION
1410 FIFTH STREET
SACRAMENTO, CA 95814-3001 (916) 445-0880

January 21, 1987

Roslyn Elms
Director, Health Services
California Postsecondary Education Commission
1020 12th Street, 3rd Floor
Sacramento, CA 95814

Dear Roz:

Enclosed is a report entitled "Financial Aid and Public Service: A California Perspective." This report represents the Commission's response to supplemental language in the 1986-87 Budget Act dealing with the "Human Corps" proposal.

The report accomplishes three objectives. The first is to discuss need-based financial aid and the context of this aid within public service, identifying the role of access to higher education in efforts to improve the social and economic conditions of traditionally disadvantaged groups. The second is to identify current federal and state programs which provide either financial assistance for student activities relating to public and community service or financial incentives to encourage students to enter public service careers with critical human resource shortages. The final objective is to provide a summary of new initiatives that would tie financial assistance to public service or that would provide new sources of funding for public and community service activities. One of these new initiatives, the use of federal State Student Incentive Grant (SSIG) funds for community service placements in state work-study programs, is currently being explored by the Commission.

Though differing somewhat from the role identified in the supplemental language, this response is consistent with the responsibility of the Student Aid Commission to provide leadership on financial aid issues and make public policy recommendations concerning financial aid programs. If you have any questions, please feel free to contact me, and I would like to express the willingness of the Commission to work further with the Postsecondary Education Commission and the segments of higher education on this issue.

Sincerely,

Greg Gollihur
Deputy Director of Legislation

Enclosure

FINANCIAL AID AND PUBLIC SERVICE: A CALIFORNIA PERSPECTIVE

A Report by the

California Student Aid Commission

January 15, 1987

FINANCIAL AID AND PUBLIC SERVICE: A CALIFORNIA PERSPECTIVE

Background

Supplemental language to the 1986-87 Budget Act expressed the intent of the Legislature that plans for a "Human Corps" be developed by the institutions of higher education, "including the Student Aid Commission." The Human Corps would promote public service and address social problems by encouraging students to act as mentors to disadvantaged students or to participate in a community organization dedicated to public service. The University of California, the California State University, and the Student Aid Commission were asked to identify (1) the needs for students for training to participate effectively in the corps, (2) the criteria for student participation including the terms of service, (3) the types of individuals and organizations which the Human Corps will assist, (4) the mechanism for establishing relationships with the organizations and individuals which the Human Corps will assist, and (5) the funding requirements for administering the corps program. The California Postsecondary Education Commission was designated to coordinate the planning activities of these groups.

This brief report summarizes the response of the Student Aid Commission to the Human Corps proposal. The report contains two parts. Part one discusses need-based financial aid and the context of this aid within public and community service. Part two discusses financial aid as an incentive to public service, identifying both federal and state programs which provide financial assistance for public service and community service projects and providing a summary of new initiatives that could tie financial assistance to public service, or that could provide new sources of funding

for public and community service activities. The second part of the report may provide several options for public service initiatives that may be utilized by California's colleges and universities.

Part One

Need-Based Financial Aid and Public Service

PURPOSES AND EFFECTS OF FEDERAL NEED-BASED FINANCIAL AID PROGRAMS

Historically, financial aid for college students has served two main purposes: to create the conditions necessary to foster equal access to higher education for all individuals, regardless of economic status and to reward individuals for their participation in national or community service or to provide them with financial assistance which encourages them to provide such service. Most financial aid programs have focused on the first objective, equalizing access to higher education and promoting a wider choice of institutions, both public and private, for needy students. Public service has traditionally not been a requirement for receiving need-based financial aid. These financial aid programs are designed to achieve opportunity and access to higher education for traditionally disadvantaged individuals, not to reward them for or encourage participation in public service.

The Higher Education Act of 1965, which established the Basic Educational Opportunity Grant Program (now renamed Pell Grants) and the Guaranteed Student Loan (GSL) Program, redirected the major new initiatives in financial aid toward needy students. Pell Grants continue to serve the most needy students and provide the essential underpinning for all need-based financial aid grants. The GSL program has generally been less restrictive. For a brief period under the Middle Income Student Assistance Act (1978-1981), eligibility requirements were removed allowing all students, regardless of income, to borrow to help finance their education. Since 1981, students

with family incomes exceeding $30,000 have been required to demonstrate need to receive a GSL and, beginning in 1987, all borrowers regardless of income level will be required to demonstrate financial need.

In effect, need-based financial aid programs are the foundation for efforts to improve the social and economic conditions of disadvantaged groups, families, and individuals because they provide an equal opportunity for educational attainment. Frank Newman, President of the Education Commission of the States, observed, "Preserving and broadening the opportunity for college is a central force of American social policy. This policy is based, not on sentiment and tradition, but on the fundamental conviction that equality of opportunity is essential if the social, economic, and civic conditions of the nation are to be sustained and strengthened." It is now a fundamental principle that higher education is an avenue for social mobility. Need-based financial aid programs help ensure that this opportunity for social mobility is available to all individuals, regardless of economic status. As a result, they provide an essential foundation for efforts to provide greater opportunities to low-income and minority individuals.

CALIFORNIA'S UNDERGRADUATE GRANT PROGRAMS

In California, state financial aid programs are almost entirely need-based. The three major undergraduate grant programs -- Cal Grant A, B, and C -- each require demonstration of financial need as part of the qualifications for receiving awards. The Cal Grant A program assists academically able, financially needy students in attending either public or independent colleges and universities. Students have to demonstrate financial need, and they are then ranked according to grade point average

with award winners selected from those financially needy applicants with the highest grades. The Cal Grant B program is intended to help high-potential students from disadvantaged and low-income families by providing subsistence costs. The grants provide a living allowance for very low-income students and provide a tuition/fee grant as well after their first year in college. Cal Grant C helps vocational students with tuition and training costs. The program is targeted to needy students enrolled in a vocational training program, typically in community colleges and proprietary schools.

Recent statistics from each of the Cal Grant programs verify their basic foundation for assisting individuals from low-income families and the increasing competitiveness among college students for aid to assist in meeting educational costs. For 1986-87, 80 percent of Cal Grant A recipients were financially dependent. The average family income for these recipients was $23,225. There were 98,597 applicants for 17,400 new awards, an increase of over 10 percent from 1985-86, making it more difficult for eligible students with financial need to obtain awards. In the Cal Grant B program, the mean income for first-time winners with four family members was $8,210 in 1986-87, reflecting the policy that Cal Grant B awards should provide subsistence costs for only the most financially-needy students. In all, 63,941 students applied for 9,250 awards offered, a 20 percent increase in applicants and a 12 percent increase in awards over 1985-86 levels. In 1986-87, the average family income for first-time recipients in the Cal Grant C program was $19,271. There were 20,183 students who applied for 2,310 new grants, an increase in applicants of nearly 6 percent over 1985-86 levels.

PUBLIC SERVICE REQUIREMENTS FOR RECIPIENTS OF NEED-BASED AID

To require recipients of need-based financial aid to perform some form of public service as a condition for receiving assistance raises several concerns. These students are more likely to have part-time jobs or work-study aid to help finance their education and further requirements for public or community service could affect the remaining amount of time they could devote to study. Even more important, a mandatory community service project as a condition for receiving financial aid would create an inequity in the requirements for completing an education. Students who are unable to pay for their education would be required to perform some form of community or public service to obtain the money to help pay their educational costs, but students from higher income families who can afford to attend college without grant or loan assistance would not be required to perform the same service as a condition for completing their education and obtaining a degree.

College students should be provided with a variety of opportunities, encouragement, and incentives, to engage in community service, not compelled to do so as a condition for receiving aid to help finance their postsecondary education. Public and community service is probably better served by providing students with financial assistance for their service to the community, and thereby providing them with an incentive to engage in these activities.

Part Two

Financial Aid as a Positive Incentive for Public Service

The use of financial aid to promote public service could take two forms: (1) grant assistance with a service-payback, and (2) loan forgiveness, repayment, and deferment. Under the service-payback approach, the grant or scholarship recipient accepts assistance in exchange for a binding commitment to provide specific services at some future time. Students who decide not to enter the designated field of service are usually required to repay the entire grant plus some interest and administrative costs. Loan forgiveness usually works on the same principle, except that students are usually not eligible for assistance until they enter a designated career. Prior student loans are then repaid or forgiven in return for a specific period of service, usually in a field with critical human resource shortages.

EXISTING FEDERAL PROGRAMS

Financial Aid and Service-Payback

Federal assistance has a rich tradition of encouraging public, national, and community service, particularly with service-payback provisions. Examples from the federal level include some of the largest student aid programs -- the G.I. Bill for past service and the National Health Service Corps Scholarship Program, the Reserve Officers Training Corps (R.O.T.C.), and the Health Professions Student Loan Program with future service payback requirements. In 1973, Veteran's Education benefits under the G.I. Bill accounted for 55 percent of all federal expenditures for student

assistance. In 1985, these benefits accounted for approximately 9 percent of total federal expenditures for student assistance. By 1989, the educational benefits under the traditional G.I. Bill will be eliminated completely.

One of the most successful federal service-payback programs is the Reserve Officers Training Corps (R.O.T.C.). R.O.T.C. scholarship programs pay full college tuition for up to four years of undergraduate study plus all instructional fees, including the cost of textbooks. Students in R.O.T.C. also receive $100 per month for living expenses for a period up to 40 months and pay for summer training and travel. In return, scholarship recipients must commit themselves to four years of active duty in military service or eight years in the military reserves.

The Federal Government has also used grant or scholarship assistance to encourage service in Health Manpower Shortage Areas. For example, National Health Service Corps Scholarships are designed to produce a cadre of health practitioners who are legally obligated to pay back their scholarships through public service. These scholarships provide tuition, fees, books, and equipment, plus a $400 stipend for monthly living expenses. In return, scholarship recipients agree to work in a clinic in a rural or urban Health Manpower Shortage Area for one year for each year of grant assistance (with a two-year service minimum).

Congressional Teacher Scholarship Program

In October 1986, the Federal Government issued final regulations for State participation in the Congressional Teacher Scholarship Program (formerly the Carl D. Perkins Scholarship Program). The Student Aid Commission is now developing

regulations for student participation in the program in California and is now making awards for the current year.

The Congressional Teacher Scholarship Program allows states to apply to the U.S. Department of Education for grants to provide scholarships that enable and encourage outstanding high school graduates to pursue teaching careers at the elementary or secondary school level. The scholarships are awarded on the basis of academic merit and interest in teaching. Awards range up to $5,000 annually for up to four years of study and are intended to cover the costs of attendance. The legislation requires that a scholarship recipient teach at the elementary or secondary school level for two years for each year of scholarship assistance, or to repay the scholarship, prorated according to the fraction of the teaching service not completed and with substantial interest penalties.

Current federal regulations provide that "the State Agency will make particular efforts to attract students from low-income backgrounds who express a willingness or desire to teach in a school having less than average academic results or serving large numbers of economically disadvantaged students." Commission regulations provide that 75 percent of the awards be made to applicants pursuing careers in California-designated teacher shortage areas in math, science, or bilingual education or other shortage areas identified by the State Department of Education.

Loan Forgiveness and Deferment

It has been more common for the Federal Government to provide for deferment of student loans for public service rather than loan forgiveness or repayment. National Direct

Student Loans (NDSL) are deferred for military service, for volunteer service in the Peace Corps, for service under the Domestic Volunteer Service Act of 1973, and for individuals who provide service to low-income persons and communities to assist in eliminating poverty and poverty-related human, social, and environmental conditions. Individuals who teach full-time in an elementary or secondary school serving low-income students or are full-time teachers of the handicapped are eligible for NDSL cancellations at a rate of 15 percent for the first two years of service, 20 percent for the third and fourth years, and 30 percent for the fifth year of full-time teaching. Under the NDSL program, students who serve as full-time staff members in a Head-Start program are also entitled to loan cancellation, phased over a period of service.

Guaranteed Student Loans are deferred for members of the armed forces, officers in the commissioned corps of the U.S. Public Health Service, volunteers in the Peace Corps, volunteers under the Domestic Volunteer Service Act of 1973, and for full-time service for a tax-exempt organization which provides service to low-income persons and their communities to assist in eliminating poverty and poverty-related human, social, and environmental conditions. The Education Commission of the States has called for extended repayment schedules, renewable deferments, and reductions in the principal on loans for participants in the GSL program to encourage public service careers. The same deferment provisions in the Guaranteed Student Loan program apply to students under the California Loans to Assist Students program (the federal PLUS program). CLAS provides loans to qualified parents of dependent undergraduate students, independent undergraduates who have not borrowed the maximum GSL amount for the school year, and graduate students.

NEW FEDERAL PROGRAMS PROVIDING FINANCIAL ASSISTANCE FOR PUBLIC AND COMMUNITY SERVICE

Under the reauthorization of the Higher Education Act of 1965, several new initiatives linking student aid to public service were approved. The ACTION agency, which coordinates domestic volunteer programs sponsored by the Federal Government, also continues to provide seed grants for community service projects at colleges and universities. These programs are highlighted because they provide an important source of funds to institutions of higher education and incentives for students to participate in "Human Corps" public service projects.

Federal College Work Study - Community Service Learning Program

The Federal College Work Study Program provides part-time employment to students who need the earnings to help meet the costs of attending college. The funds are provided directly to postsecondary institutions for employment of students who demonstrate need and may involve work for the institution or work in the public interest for a federal, state, or local agency or a private nonprofit organization. Work in the public interest is considered to encompass work performed for the national or community welfare rather than work performed to benefit a particular interest or group. The 1986 reauthorization of the Higher Education Act allows some College Work Study funds to be used to employ students in profit-making organizations. Generally, schools have devoted about 80-85 percent of their work-study funds to employment within the institution. The remaining 15-20 percent of the funds have been used to contract with public and private nonprofit organizations.

The College Work Study Program also has a Community Service-Learning Program component which allows colleges to employ students in special projects designed to develop, improve, or expand services for low-income individuals and families or to solve problems related to the needs of low-income individuals. Community services, including applied research activities, may be related to such fields as health care, education, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community improvement. The Education Commission of the States has been working on the national level to encourage colleges and universities to devote more of their work-study funds to such public service employment opportunities.

The College Work Study Program also allows institutions to use part of their funds to finance job placement programs. To facilitate work-study for students in jobs where they would be providing services for low-income communities, the 1986 reauthorization allows colleges to use 10 percent of these job development funds, up to a maximum of $20,000, to develop placements in community service jobs. The reauthorization also provided for the reallocation of up to 25 percent of unused work-study funds to higher education institutions for purposes of initiating, improving, and expanding Community Service-Learning Programs.

FIPSE - Community Service-Learning Projects

The Fund for the Improvement of Postsecondary Education (FIPSE) is a federal grant program that assists educational institutions and agencies in improving postsecondary educational opportunities. In the 1986 reauthorization of the Higher Education Act of 1965, Congress appropriated $1.5 million toward a new FIPSE program entitled:

"Innovative Projects in Community Service and Student Financial Independence." The new FIPSE program will support small, innovative demonstration projects to determine the feasibility of encouraging student participation in community service-learning projects in exchange for educational services or financial assistance.

The new FIPSE program may well be the most significant source of funds for developing new public and community service programs. The program allows institutions, both public and independent, to establish pilot projects to explore the concept of campus based "Human Corps" and to determine the feasibility of providing financial assistance in return for this service.

ACTION Student Service-Learning Project Grants

ACTION is a federal agency that coordinates the domestic volunteer service programs sponsored by the Federal Government and mobilizes individuals for voluntary service through programs that help meet basic human needs and support the self-help efforts of low-income individuals and communities. The ACTION agency also administers the Volunteers in Service to America (VISTA) program which encourages individuals from all age groups to perform volunteer service in agencies, institutions, and situations that assist in eliminating poverty and poverty-related human, social, and environmental problems. Under its service-learning programs, VISTA makes grants and contracts for technical assistance, training, and projects which encourage and enable students in secondary, secondary-vocational, and postsecondary schools to perform volunteer service in communities.

In 1987, ACTION will continue to make available grants for new Student Service-Learning Projects to encourage students to undertake volunteer service in their communities through participation in activities which address poverty-related problems. The grants are available to federal, state, or local agencies, private nonprofit organizations, and postsecondary educational institutions to initiate or expand a student volunteer service-learning project which addresses the needs of the low-income community.

The ACTION grants are intended to be seed grants to initiate new service-learning projects. They are renewable for three years at $15,000 for the first year, $10,000 for the second, and $5,000 for the third year. In the first year of program operation, 17 of 27 awards were made to colleges and universities to help establish projects that encourage students to undertake volunteer service in the community.

EXISTING STATE PROGRAMS

Financial aid programs in California which provide some form of incentive for public service include both loan forgiveness and service-payback provisions, which encourage students to enter fields of public service with critical human resource shortages. In 1987, the Commission will also administer the new State Work Study Program which allows institutions to participate in pilot programs that will fund student work study, including placements with primary and secondary schools for tutorial services and with nonprofit corporations.

One of California's most critical public service employee shortages is elementary and secondary school teachers. Recent studies project that up to 85,000 elementary and

secondary school teachers will be needed by 1989-90 to compensate for teacher attrition and the overall enrollment growth in grades K-12. The most serious shortages among teachers exist in the areas of math, science, and bilingual education.

Two programs have been developed in California to help address the pressing need for teachers in critical shortage areas -- the Bilingual Teacher Grant Program and the Assumption Program of Loans for Education (APLE). The Student Aid Commission is currently examining the feasibility of a new Teacher Incentive Grant Program and began administering the federal Congressional Teacher Scholarship Program (formerly the Carl D. Perkins Scholarship Program) in 1986-87.

Bilingual Teacher Grant Program

The Bilingual Teacher Grant program was created in 1980 by AB 2615 (Chacon). The program awarded grants of up to $4,045 per year to undergraduate and graduate students who were enrolled in approved teacher training programs with a bilingual emphasis or in programs leading to bilingual teaching certificates. The grants were also available to teachers providing instruction in a bilingual/bicultural classroom who were enrolled in a bilingual crosscultural specialist credential or certificate of competence program. Eligibility was determined by income levels and need analysis. Students were required to be enrolled in an approved training program for bilingual students or in a teacher preparation program in a Community College, and to have demonstrated fluency in a designated target language.

The Bilingual Teacher Grant Program did not require any specific service-payback in return for financial assistance, rather the program served to encourage prospective

teachers to enter training in bilingual education programs and to enter the teaching profession with bilingual teaching certificates. In essence, the program provided a financial incentive for teachers to equip themselves with the skills necessary to serve in a field of critical teacher shortages.

Supplemental language to the 1986-87 Budget Act maintained funding at existing levels for the program, contingent on the completion of a program study by the Commission, but the Governor vetoed all funding for new awards in the program stating that "...the program had not been effective despite five years of operation." The program is now gradually being phased out.

Assumption Program of Loans for Education (APLE)

The Assumption Program of Loans for Education was created in 1983 as part of SB 813, the Hughes-Hart Education Reform Act. The program provides student loan repayment for credentialed teachers who agree to teach in critical shortage subject matter fields or who serve as teachers in schools that serve large populations of students from low-income families. APLE is not a loan forgiveness program, but rather a loan assumption or repayment program. The Commission makes direct payments to lenders for part of the outstanding loan obligations of participants after the completion each year of up to three years of teaching service. After the first year of service, $2,000 of the participant's outstanding liability under a loan program is assumed. After the second and third years of service, $3,000 in loans are assumed each year, for a total of $8,000 in loan assumption benefits.

The objective of the program is to encourage highly qualified persons to enter the teaching profession in designated subject matter shortage areas and in schools serving large populations of students from low-income families. In part, the program encourages the retention of credentialed teachers in these areas by providing them with the financial assistance necessary to meet their loan obligations. Conditional warrants for loan assumptions are also provided for future teachers who need to complete additional training or coursework in order to be fully credentialed to teach in a designated subject matter shortage area or in schools serving a large population of students from low-income families. These APLE awards are competitive with potential recipients nominated by their college or university.

California Teacher Incentive Grant Program (Proposed)

The Student Aid Commission has proposed the creation of a new State Teacher Incentive Grant Program to help meet the critical teacher shortage in California's elementary and secondary schools. The program would provide grants for future teachers who would be required to enter into an agreement to teach one year in a critical teacher shortage area in grades K-12 for each year of grant assistance. The program would be need-based and would commit participating students to the pursuit of a teaching career. Academic qualifications would be high enough to insure a pool of dedicated, well-qualified teacher training candidates.

Grants would provide up to $2,000 for each academic year to cover the costs of tuition and fees, renewable for up to three years depending on the student's entry level. Priority in making awards would be given to high-achieving, low-income minority students.

The Teacher Incentive Grant Program was originally submitted as a Budget Change Proposal for the 1987-88 budget. At that time the Department of Finance was very supportive of the need to address the teacher shortage problem through the use of financial aid to prospective teachers but felt that it could not fund such a program in the current year due to budget constraints.

California State Work Study Program

The California State Work Study Program was created by SB 417 (Hart) in the 1985-86 Legislative Session. The program, to be administered by the Commission, provides eligible college and university students with the opportunity to earn money to help defray educational costs while gaining experience in educationally beneficial or career-related employment. For the 1987-88 fiscal year, the Commission will select 15 or more institutions to participate in pilot programs that will provide funding for approximately 1,500 State Work Study students.

Work-study programs provide a "self-help" approach to financial aid. All participating students must demonstrate financial need, and the institution places them in positions which relate to the student's course of study or career objectives. The program emphasizes placements with off-campus, private, profit-making employers, but work-study funds may also be used for positions with public educational institutions and nonprofit corporations. These work-study positions can also be with elementary and secondary school districts to provide tutorial and other educational services for pupils.

For each work study employer, the institution negotiates an agreement specifying the percentage share of compensation to be paid by the employer and the share to be paid by the work-study program. For public educational institutions and nonprofit corporations, the program can provide up to 70 percent of the student's compensation; for profit-making employers, the program can provide up to 50 percent of the student's compensation.

Because the work-study program can include placements with school districts for educational services and with nonprofit employers, it provides an additional opportunity to provide financial assistance to students who work in community service. College work-study programs also permit needy students, who might not otherwise have the time and resources, to engage in work experience related to their career aspirations and public service. Expansion of funding for the program in future years could provide one possible avenue to encourage students to engage in public service, and to provide them with financial compensation that enables them to pursue these activities.

NEW INITIATIVES FOR FINANCIAL AID AND PUBLIC SERVICE

Loan Assumption

Loan assumption programs were originally instituted at the state level as a means of encouraging teachers to enter critical shortage areas. On the national level, the NDSL program provides loan forgiveness for VISTA and Peace Corps volunteers, teachers who begin their careers in low-income communities, and teachers of handicapped children.

These programs have been criticized for their low success rates in attracting college students to careers with critical shortages. Two problems have been identified: (1) loan forgiveness or repayment may benefit those who already have the intention of entering a profession with critical shortages, rather than attracting them to it, and (2) loan forgiveness programs provide an insufficient financial incentive to attract large numbers of participants. California's APLE program has addressed this problem by attempting to provide an incentive for high-quality students to enter the teaching profession in critical shortage areas. The program now provides conditional warrants for loan assumption benefits to future teachers who need to complete additional coursework or training to be fully credentialed. Moreover, unlike the federal NDSL program, California does not make the loans and incur substantial up-front expenses, APLE only pays for service actually rendered by teachers in shortage areas.

Loan assumption could be applied to other public service careers with critical shortages, if they could be identified. On the federal level, grants and loans have been provided as an incentive for students to enter health professions, particularly in low-income areas, as well as teaching. It would be possible theoretically, though perhaps not practically, to expand loan assumption benefits to include other careers in such areas as community service, housing and community development, health care, public safety, and related social service careers with human resource needs if the State determined that there were serious shortages and a pressing public need to encourage people to enter these careers.

Public Service Grant Program

Following the service-payback model, a program could be instituted which provided students with grants to cover tuition and fees in return for commitment of future service in a public service career with critical shortages. Frank Newman, President of the Education Commission of the States, has proposed a program for implementation on the federal level modeled after the R.O.T.C. program. Federal agencies would certify eligible jobs in either the public or the private sector. Students would either provide service in return for financial aid while enrolled in school, or receive financial aid while in school contingent upon an agreement to provide service after graduation. Aid would accrue on a month-for-month basis. For every month of public service, a month of financial assistance would accrue.

California has an example of this type of program in the California Conservation Corps, which provides participants with scholarships in return for service in the corps. In this instance, however, the scholarships are provided after the service is completed not beforehand in exchange for a promise to provide future service.

State Student Incentive Grant (SSIG) Funds: Campus-Based Service Work Learning Study

The State Student Incentive Grant (SSIG) program provides funds to states to help establish and expand need-based grant programs. The Federal Government determines the total contribution in SSIG funds to give to each state by comparing the number of postsecondary students enrolled in each state to the total number in the United

States. In California, SSIG funds supplement state appropriations for the Cal Grant programs.

During the 1986 reauthorization, language was added to the Higher Education Act allowing twenty percent of SSIG funds to be used for need-based state work-study programs and grants to eligible students for "campus-based community service work learning study." The Commission is now investigating the feasibility of redirecting a portion of California's SSIG funds to the State Work Study Program. The funds would be available to campuses for student placements in community service-learning positions. This would permit needy students, who might not otherwise have the time and resources, to engage in work experience related to public and community service.

Funding requirements for any new initiatives would be contingent on the size of the awards and the number of individuals participating.

Summary

Financial assistance for public and community service has typically included programs that provide incentives for students to enter certain public service careers and programs which allow them to engage in community service activities while completing an education. The second form of financial assistance, which includes funds to establish innovative community service projects on campuses and community service placements in work-study programs, appears to be consistent with proposals for new public service initiatives in California's colleges and universities. These funds provide a variety of opportunities for students to receive some financial assistance for community service activities and they allow low-income students, who might not otherwise have the time and resources, to engage in these activities.

Ultimately, need-based financial aid and financial assistance for public service are both tied to efforts to improve the social and economic conditions of disadvantaged individuals, one of the primary goals of public and community service. Need-based financial aid programs help ensure the opportunity for higher education is available to all individuals, regardless of economic status. Service-payback, loan forgiveness and repayment, and loan deferment provide a variety of incentives for students to enter and remain in public service careers with critical human resource shortages. Work-study programs and community service-learning programs provide students with the opportunity to engage in community service activities while completing their education. Public policy can have an important effect on educational outcomes by expanding the concept of student aid in return for service in the community, but student aid is primarily a means of helping students to finance their college

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1987, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento
C. Thomas Dean, Long Beach, *Chairperson*
Seymour M. Farber, M.D., San Francisco
Cruz Reynoso, Los Angeles
Lowell J. Paige, El Macero
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View, *Vice Chairperson*
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Mokelumne Hill

Representatives of the segments are:

Yori Wada, San Francisco; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Arthur H. Margosian, Fresno; representing the Board of Governors of the California Community Colleges

Donald A. Henricksen, San Marino; representing California's independent colleges and universities

Harry Wugalter, Thousand Oaks; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

STUDENT PUBLIC SERVICE AND THE "HUMAN CORPS"

California Postsecondary Education Commission Report 87-12

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 98514-3985.

Recent reports of the Commission include:

87-2 Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1975-1985. The Fourth in the Commission's Series of Biennial Reports on Equal Employment Opportunities in California's Public Colleges and Universities (February 1987)

87-3 Issues Related to Funding of Research at the University of California: A Report to the Legislature in Response to Supplemental Language in the 1985 Budget Act (February 1987)

87-4 The California State University's South Orange County Satellite Center: A Report to the Governor and Legislature in Response to a Request from the California State University for Funds to Operate an Off-Campus Center in Irvine (February 1987)

87-5 Proposed Construction of San Diego State University's North County Center: A Report to the Governor and Legislature in Response to a Request for Capital Funds from the California State University to Build a Permanent Off-Campus Center of San Diego State University in San Marcos (February 1987)

87-6 Interim Evaluation of the California Student Opportunity and Access Program (Cal-SOAP): A Report with Recommendations to the California Student Aid Commission (February 1987)

87-7 Conversations About Financial Aid: Statements and Discussion at a Commission Symposium on Major Issues and Trends in Postsecondary Student Aid (February 1987)

87-8 California Postsecondary Education Commission News, Number 2 [The second issue of the Commission's periodic newsletter] (February 1987)

87-9 Expanding Educational Equity in California's Schools and Colleges: A Review of Existing and Proposed Programs, 1986-87. A Report to the California Postsecondary Education Commission by Juan C. Gonzalez and Sylvia Hurtado of the Higher Education Research Institute, UCLA, January 20, 1987 (February 1987)

87-10 Overview of the 1987-88 Governor's Budget for Postsecondary Education in California, Presented to the Senate Budget and Fiscal Review Subcommittee #1 by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1987)

87-11 The Doctorate in Education: Issues of Supply and Demand in California (87)

87-13 Standardized Tests Used for Higher Education Admission and Placement in California During 1986: The Second in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1987)

87-14 Time Required to Earn the Bachelor's Degree: A Commission Review of Studies by the California State University and the University of California in Response to Senate Bill 2066 (1986) (March 1987)

87-15 Comments on the Report of the California State University Regarding the Potential Effects of Its 1988 Course Requirements: A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-16 Changes in California State Oversight of Private Postsecondary Education Institutions: A Staff Report to the California Postsecondary Education Commission (March 1987)

87-17 Faculty Salaries in California's Public Universities, 1987-88: The Commission's 1986 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1987)

87-18 Funding Excellence in California Higher Education: A Report in Response to Assembly Concurrent Resolution 141 (1986) (March 1987)

87-19 The Class of '83 One Year Later: A Report on Follow-Up Surveys from the Commission's 1983 High School Eligibility Study (3/87)

BEST COPY AVAILABLE